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ABSTRACT

The purpose of this professional development manual is to provide materials and activities for developing and using assessments in social studies. The manual came about through the efforts of the 25 state consortium Comprehensive Social Studies Assessment Project (CSSAP) to make the alignment of assessments, curricula, and instructional programs more comprehensible to teachers, curriculum supervisors and coordinators, administrators, and state education agency personnel. Specific project objectives include: (1) support of state efforts to develop and use assessments for improving teaching and learning in civics, history, geography, and economics; (2) develop multiple-choice, short-answer and extended-response items, performance tasks, scoring guides reflecting the consensus content framework, and to pilot these with the assistance of teachers; (3) design a standards-based portfolio assessment process for social studies in the elementary, middle, and high school grades and pilot the process with the assistance of teachers; and (4) develop a CD-ROM and Web site that provide complete access to the project products for CSSAP states and limited access for nonparticipating states. Following a preface and introduction, this manual is divided into eight sections: (1) "Social Studies Content Standards and the CSSAP Framework"; (2) "A Primer for Assessment"; (3) "Aligning Curriculum, Instruction, and Assessment Based on Content Standards"; (4) "The CSSAP Assessment Model: An Overview and Examples"; (5) "Designing Social Studies Assessment Materials"; (6) "Portfolio Assessment";

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(7) "Strategies for Professional Development in Social Studies Assessment"; and (8) "Social Studies Assessment References and Resources." Contains an appendix and a glossary. (BT)

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THE
COMPREHENSIVE
SOCIAL STUDIES
ASSESSMENT
PROJECT

C S S A P

professional development manual

SO 033 931

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is a partnership of:

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Professional Development Manual

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The Comprehensive Social Studies Assessment Project

The goal of CSSAP is to promote collaboration among State Education Agencies (SEAs), assessment experts, and content experts in meeting the social studies assessment needs of CSSAP member states for:

- a variety of tests and assessment instruments, including portfolio assessments
- quality assessment items for state, school district, and classroom assessments
- effective professional development in social studies assessment

Specific objectives are as follows:

- to support state efforts to develop and use assessments for improving teaching and learning in civics, history, geography, and economics,
- to construct among CSSAP states a voluntary consensus content framework to guide item development that will address standards that are common among the CSSAP states,
- to develop multiple-choice, short-answer and extended-response items, performance tasks, and scoring guides reflecting the consensus content framework and to pilot these with the assistance of teachers,
- to design a standards-based portfolio assessment process for social studies in the elementary, middle, and high school grades and pilot the process with the assistance of teachers,
- to create professional development assessment strategies and materials (CD-ROM and print) for state, district, and classroom levels,
- to develop a CD-ROM and web site that provides complete access to the project products for CSSAP states and limited access for non-participating states, and
- to prepare a cadre of social studies teachers as assessment leaders for the CSSAP states.

Financial support for the project comes from the Office of Educational Research and Development of the U.S. Department of Education, from each CSSAP member state in the form of the participation fee; and from a grant from the National Geographic Society Education Foundation.

In-kind support has come from social studies educators and assessment specialists from CSSAP State Education Agencies and classroom teachers who have assisted in developing and piloting CSSAP assessment items and strategies.

The idea of creating CSSAP originated with the five members of a *Council of Chief State School Officers (CCSSO)* State Collaborative on Assessment and Student Standards (SCASS) project in social studies. The member states were Colorado, Delaware, Missouri, Oregon, and Pennsylvania. The *Missouri Department of Elementary and Secondary Education (MO DESE)*, the Council of Chief State School Officers (CCSSO), and *ACT, Inc.* drafted a proposal to the *Office of Educational Research and Improvement (OERI)* of the U.S. Department of Education that was funded in October 1997 through the Missouri Department of Elementary and Secondary Education and continued until September 2001.

Twenty-five states were members of CSSAP:

Connecticut	Massachusetts	Oregon
Delaware	Michigan	Pennsylvania
Illinois	Minnesota	Rhode Island
Indiana	Missouri	South Carolina
Kansas	Nebraska	Utah
Kentucky	New Hampshire	Vermont
Louisiana	New Jersey	Washington
Maine	New Mexico	West Virginia
		Wisconsin

In addition to the twenty-five CSSAP member states, other CSSAP members include the Council of Chief State School Officers and ACT, Inc. The project also received assistance from a team of content specialists representing the disciplines of civics/political science, economics, geography, and history, as well as the National Council for the Social Studies (NCSS).

Each CSSAP member state made a commitment to pay a yearly participation fee, attend two meetings a year, and participate in the development, review, and piloting of project materials. Each member state was expected to participate in helping to shape the project to meet the basic needs of the various CSSAP member states. States receive opportunities for professional development and access to any materials prepared by the group, which include the following:

- Assessment modules. Modules include stimuli, multiple-choice items, short-answer items, extended-response items, and scoring guides. In some cases, modules also included performance tasks.
- Sample social studies assessment instruments, each of which includes a variety of test items
- Portfolio assessment protocols
- Resource materials for professional development

Specific Professional Development materials for Social Studies Educators available from this project are:

- A printed *Professional Development Manual*
- An Interactive Professional Development CD-ROM
- A printed *Portfolio Handbook*
- A Portfolio CD-ROM
- A database of over 1,500 assessment items in Civics, Economics, Geography, and History.
- The project also offers extensive experience and training in social studies assessment for state and local education agency personnel.

The Comprehensive Social Studies Assessment Project

The major purpose of this Professional Development Manual is to provide professional development materials and activities for developing and using assessments in social studies. The work grew from efforts of the twenty-five state consortium (CSSAP) to make the alignment of assessments, curricula, and instructional programs more comprehensible to teachers, curriculum supervisors and coordinators, administrators, and state education agency personnel.

Inside you will find activities and materials for:

- Enriching teachers' knowledge in civics, economics, geography, and history
- Helping educators connect and align standards, curriculum, instruction and assessment
- Helping teachers learn how to design and use instruction and assessment practices that respond to various learning styles and multiple intelligences
- Helping teachers learn how to engage students in higher-level thinking and problem solving through their curricula, instruction, and assessment
- Using guidelines, techniques, and criteria for developing a variety of assessment item types
- Providing learning opportunities for performance-based instruction, administration of various types of assessments, scoring, and interpretation of results
- Providing instructional resources teachers need and want: products, materials, and learning opportunities.

Your comments and suggestions for making this manual more effective are encouraged and will be appreciated.

The CSSAP Professional Development Committee

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The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues. Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984. This **Comprehensive Social Studies Assessment Project Professional Development Manual** is sponsored by the Assessment Center's State Collaborative on Assessment and Student Standards (SCASS), Comprehensive Social Studies Assessment Project (CSSAP).

WORKSHOP/PRESENTATION SUGGESTIONS

The Comprehensive Social Studies Assessment Project (CSSAP)

DESCRIPTION OF WORKSHOP OR PRESENTATION:

The proposed workshop or presentation suggestions for this section of the *Professional Development Manual* focus on the rationale and development of the CSSAP Project.

The workshop may be modified in many ways depending upon the purpose, audience, and time constraints. For example:

- Workshop/Presentation Option 1: This presentation consists of a brief report to explain CSSAP to the State Board of Education of a CSSAP member state.
- Workshop/Presentation Option 2: The presentation may serve as an introduction to be used in conjunction with workshops pertinent to other sections of the **CSSAP Professional Development Manual**.
- Workshop/Presentation Option 3: The workshop may be used to help a group of teachers determine how CSSAP might be used to support their work in social studies assessment.

WORKSHOP/PRESENTATION OBJECTIVES:

At the conclusion of the workshop the participants will:

- Understand the rationale for CSSAP. (Workshop/Presentation Options 1 and 2)
- Know what organizations have participated in the development of the project. (Workshop/Presentation Options 1 and 2)
- Identify the projected importance and impact of the project for social studies assessment. (Workshop Options 1, 2, and 3)

WORKSHOP/PRESENTATION STRATEGIES:

Step 1 (Workshop Options 1, 2, and 3): Distribute the *INTRODUCTION* to the **CSSAP Professional Development Manual** to the participants.

Step 2 (Workshop Options 1, 2, and 3): Use the overhead transparencies to introduce the section. The overheads are selected to present the main points of the section as questions that are pertinent to the participants. (The workshop's facilitator/presenter selects and uses those transparencies that best fit the purpose, audience, and time constraints of the workshop.)

Step 3 (Workshop Option 3): Have workshop participants determine how the CSSAP project may be relevant to their assessment needs.

- Ask participants to identify those components of the *INTRODUCTION* that relate to their work in teaching, curriculum, and assessment.
- Ask participants to cite similarities between the rationale for the CSSAP Project and the tasks they face in their work on assessment. (Suggestion may be: strength in numbers in order to develop assessment items and tests, etc.)
- Post the similarities on a Big tablet, chalkboard, or overhead transparency and highlight the strongest rationale to use when beginning an assessment project in social studies.
- Have participants identify (a) which of the CSSAP goals would be most valuable to them and (b) what products of the project would be most useful to them.

MATERIALS:

- a) **INTRODUCTION** to the **CSSAP Professional Development Manual**
- b) Overhead transparencies and/or PowerPoint slides from the *INTRODUCTION* found in the Appendix.

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Social Studies Content Standards and the CSSAP Framework

The Comprehensive Social Studies Assessment Project (CSSAP) was initiated to assist state education agencies in their efforts to create and help teachers use standards-based performance assessments to improve learning in social studies. This section examines the standards for social studies and demonstrates how they were used to help CSSAP states reach a consensus on a framework for social studies assessment.

1. What is the content focus for CSSAP?

Social studies has been defined in multiple ways by organizations and states. CSSAP has concentrated on the disciplines of civics, economics, geography, and history.

2. What standards have been developed for social studies?

National Standards. With encouragement from the federal government and/or professional social studies organizations in the 1990s, standards were developed at the national level in the areas of civics, economics, geography, history, and social studies. Summaries of these standards follow below. In addition, more detailed descriptions of the standards for each of these subject areas may be found in the Appendix.

Civics

National Standards for Civics and Government, 1994. (Directed by the Center for Civic Education and Funded by the US Department of Education and the Pew Charitable Trusts. Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467)

The civics standards, constructed for three levels (K-4, 5-8, and 9-12) focus on the following topics:

- I. What is Government and What Should it Do? (K-4) or What Are Civic Life, Politics, and Government? (5-8, and 9-12)
- II. What are the Basic Values and Principles of American Democracy? (K-4) or What Are the Foundations of the American Political System? (5-8, and 9-12)
- III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy? (K-4, 5-8, and 9-12)
- IV. What is the Relationship of the United States to Other Nations and World Affairs? (K-4, 5-8, and 9-12)
- V. What are the Roles of the Citizen in American Democracy? (K-4, 5-8, and 9-12)

SKILLS

The most important skills students develop in civics are the ability to:

- Analyze issues
- Evaluate, take, and defend positions
- Know how to monitor and influence governments
- Conduct research into workings of government and issues of governments and governance systems.

Economics

Voluntary National Standards in Economics, 1997. (Developed by the National Council on Economic Education in partnership with National Association of Economic Educators Foundation for Teaching Economics. Support for this project came from the Calvin K. Kazanjian Economics Foundation, Inc., the AT&T Foundation, and the Foundation for Teaching Economics.)

There are twenty content standards for Economics. Students will understand the following:

1. Productive resources are limited.
2. Effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all-or-nothing decisions.
3. Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
4. People respond predictably to positive and negative incentives.
5. Voluntary exchange occurs only when all participating parties expect to gain.
6. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
7. Markets exist when buyers and sellers interact.
8. Prices send signals and provide incentives to buyers and sellers.
9. Competition among sellers lowers cost and prices, and encourages producers to produce more of what consumers are willing and able to buy.
10. Institutions evolve in market economies to help individuals and groups accomplish their goals.
11. Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
12. Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future uses.
13. Income for most people is determined by the market value of the productive resources they sell.
14. Entrepreneurs are people who take the risks of organizing productive resources to make goods and services.
15. Investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.
16. There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs.
17. Costs of government policies sometimes exceed benefits.

18. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
19. Unemployment imposes costs on individuals and nations.
20. Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

Each standard has benchmarks of what students are to know at three levels; Grade 4, Grade 8, and Grade 12. For example, Economics Content Standard #1 is: "Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others." Students will be able to use this knowledge to: "Identify what they gain and what they give up when they make choices." A benchmark for Grade 4 that students will know is: "The opportunity cost of a choice is the value of the best alternative given up." A more specific fourth grade benchmark is: Choose a toy from a list of four toys and state what was given up. Eighth Grade students are expected to know the Fourth Grade benchmarks. At Grade 12 students will know all of the Grade 4 and Grade 8 benchmarks plus they will use their knowledge to explain how a high school senior's decision to work 20 hours per week during the school year could reduce her lifetime income. They will also be able to explain how an increase in the legal minimum wage aimed at improving the financial condition of some low-income families could reduce the income of some minimum wage owners.

SKILLS

The most important skills students are to develop in economics are the ability to:

- Identify economic problems, alternatives, benefits, and costs;
- Analyze the incentives at work in an economic situation;
- Examine the consequences of changes in economic conditions and public policies;
- Collect and organize economic evidence; and
- Compare benefits with costs.

Geography

Geography for Life: National Geography Standards, 1994. (The Geography Education Standards Project was developed through collaboration with the American Geographical Society, the Association of American Geographers, the National Council for Geographic Education, and the National Geographic Society. The geography standards are available from the National Council for Geographic Education, Leonard 16b, 421 North Walk, Indiana University of Pennsylvania, Indiana, PA 15705-1087.)

The standards were developed with the support of the US Department of Education, the National Endowment for the Humanities, and the National Geographic Society. There are eighteen geography standards divided into six categories, called essential elements, as follows:

- I The World in Spatial Terms
- II Places and Regions
- III Physical Systems
- IV Human Systems
- V Environment and Society
- VI The Uses of Geography

The standards include five categories of geographic skills:

- 1. Asking Geographic Questions
- 2. Acquiring Geographic Knowledge
- 3. Organizing Geographic Information
- 4. Analyzing Geographic Information
- 5. Answering Geographic Questions

The content standards and geographic skills clearly identify the grade level clusters and what students should know and be able to do in each cluster. For example, Standard 4 under Places and Regions is: "The physical and human characteristics of places." Applied to the K-4 level cluster, the standard breaks down to more specific examples of what the student knows, understands, and is able to do. By the end of the Fourth Grade the student knows and understands "the physical characteristics of places (e.g. landforms, bodies of water, soil, vegetation, and weather and climate)." As a result a student is able to: "Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to: Observe and describe the physical characteristics of the local community in words and sketches, using a data-retrieval chart organized by physical features (e.g., landforms, bodies of water, soils, vegetation)." This process demonstrates how the content standard in conjunction with the geographic skills results in the development of rich and rigorous content for curriculum, instruction, and assessment.

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History

National Standards for History 1996. (The national history standards were developed by the National Center for History in the Schools, University of California, Los Angeles, 1100 Glendon Avenue, Suite 927, Box 951588, Los Angeles, CA 90095-1588 with support from the National Endowment for the Humanities and the US Department of Education.) The history standards are divided into four sections as follows:

The K-4 Standards contain four main topics that are supported by eight standards. The topics are:

- Living and Working Together in Families and Communities, Now and Long Ago
- The History of the Students' Own State or Region; The History of the United States
- The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage
- The History of Peoples of Many Cultures Around the World.

One of the standards under the last topic is: "The student understands the development of technological innovations, the major scientists and inventors associated with them, and their social and economic effects." Under this standard the student should be able to do such things as: "Describe the development and the influence of basic tools on work and behavior." A historical thinking skill related to this standard and sub-idea is to: "Demonstrate and explain the influence of ideas." So there is a progression from the big idea of technological change to the development and use of tools demonstrating how technological change was influenced by new ideas as seen through the development and use of new tools.

The United States History Standards (Grades 5-12) are divided into ten Eras from "Beginnings to 1620" up to "The Contemporary United States from 1968 to the present." In Era 4, "Expansion and Reform (1801-1861)," one of the standards is: "The sources and character of cultural, religious, and social reform movements in the antebellum period." One of the things that students should be able to do is: "Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the immediatists and gradualists within the movement." Related to this ability is the historical thinking skill of: "Considering multiple perspectives."

The World History Standards (Grades 5-12) address nine Eras that begin with Era 1 "Beginnings of Human Society" and end with "The 20th Century Since 1945: Promises and Paradoxes." In Era 6, "The Emergence of the First Global Age (1450-1770)," one of the standards is: "How the transoceanic inter-linking of all major regions of the world from 1450-1600 led to global transformations." A sub-idea is that the student understands the consequences of the worldwide exchange of flora, fauna, and pathogens. One of the things a student should be able to do is: "Assess ways in which the exchange of plants and animals around the world in the late 15th and 16th centuries affected European, Asian, African, and American Indian societies and commerce." A historical thinking skill related to this is that students will "Analyze cause-and-effect relationships."

Historical Thinking Skills consist of:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues Analysis and Decision-Making.

Social Studies

Curriculum Standards for Social Studies: Expectation of Excellence. 1994. (Developed by the National Council for the Social Studies, 3501 Newark Street NW, Washington, DC 20016.)

There are ten thematic strands in social studies:

1. Culture
2. Time, Continuity, and Change
3. People, Places and Environment
4. Individual Development and Identity
5. Individuals, Groups and Institutions
6. Power, Authority and Governance
7. Production, Distribution, and Consumption
8. Science, Technology and Society
9. Global Connections
10. Civic Ideals and Practice.

Each of the themes has performance expectations for Early Grades, Middle Grades and High School. The theme of Culture has the same Performance Expectation for all grade levels: "Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns." Other Performance Expectations vary slightly in focus from the Early Grades to High School.

State Standards

All of the states participating in the CSSAP program have developed standards for social studies, usually drawing upon the national standards.

To examine the state standards and benchmarks, use the *Professional Development Manual CDROM* and click on the states listed below to reach their standards on web sites:

Connecticut
Delaware
Illinois
Indiana
Kansas
Kentucky
Louisiana
Maine

Massachusetts
Michigan
Minnesota
Missouri
Nebraska
New Hampshire
New Jersey
New Mexico

Oregon
Pennsylvania
Rhode Island
South Carolina
Utah
Vermont
Washington
West Virginia
Wisconsin.

3. How has CSSAP dealt with the multiplicity of national and state standards in social studies?

- A. Representatives of CSSAP states searched for commonalities among the various state standards.
- One commonality is that the state standards were drafted to challenge students to higher levels of thinking and advanced knowledge from the disciplines included in the standards.
 - Another commonality is that assessments related to the state standards emphasize both **content knowledge and concepts** found in the national standards as well as **thinking skills** in civics, economics, geography, and history.

- In addition, many state standards address the same areas of content, though they may be expressed in different language.

B. Representatives of CSSAP states established a voluntary Consensus Framework for assessment.

Because many states were collaborating to develop assessment instruments and a pool of items and other products, it was necessary for those states to reach a consensus on what is common among their state standards. In that way, agreement could be reached on appropriate content and thinking skills to be assessed by CSSAP assessment materials.

In meetings where representatives from the member states were present, a consensus was reached on a guide for which assessment items would be drafted for the CSSAP states.

Scholars from the disciplines of history, geography, economics, and civics participated in the creation of a consensus assessment framework and in its critique/review.

4. What are the CSSAP Themes from the Framework for Assessment?

The purposes of the CSSAP Consensus Framework Themes for Assessment in social studies are threefold. First, they establish high expectations for what students should know and be able to do within the content of civics, economics, geography and history. Second, the Framework Themes clarify what constitutes appropriate content to measure what students should know and be able to do. Third, the Framework themes promote equity in learning opportunities by clearly establishing what the most important ideas are from the expansive content in the social studies (civics, economics, geography and history).

The framework themes below were developed in November 1997 and revised and approved in February 1998. The framework themes served as the basis for developing the assessment items and modules, which were written and revised during 1998 and revised further in 1999.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
1. Civic life, politics, and governance systems	1. Limited resources and choice	1. Places, regions, locations	1. Change and continuity in political systems
2. Principles and ideals of democracy in the U.S.	2. How markets work	2. Physical systems (spatial perspective)	2. Interactions of people, cultures, and ideas
3. Purpose, structure, and functions of governments in the U.S.	3. Economic systems	3. Human systems (spatial perspective)	3. Economic and technological changes
4. Roles, rights, privileges, and responsibilities of citizens in the U.S.	4. Economic interdependence	4. Environment and society (spatial perspective)	4. Comparative history of major developments
5. Relationships among governments and people that cross national boundaries			

Themes from the *CSSAP Framework for Assessment* developed and approved November 1997 and February 1998

The remaining pages of this section detail important concepts and skills from civics, economics, geography, and history that were added to the framework as aids in understanding the nature of the themes. Readers may add other concepts and group them in other ways.

CIVICS/GOVERNMENT FRAMEWORK FOR ASSESSMENT

THEMES:

1. Civic life, politics, and governance systems

All societies and human groups have a need for governance systems, i.e., systems of authority for making, carrying out, and enforcing rules and laws for such purposes as managing disputes and promoting the general welfare.

Concepts:

citizen	juvenile justice system	private life
civic dispositions	limited government	public agenda
civic virtue	national identity	public life
civic life	political culture	republicanism
civil society	political parties	rule of law
constitutionalism	political system	sovereignty
domestic policy	politics	taxes
government	power	unlimited government
interest groups		

2. Principles and ideals of democracy in the United States

The principles and ideals of American democracy provide a common ground for Americans to work together to promote the attainment of individual, community, and national goals. Those principles and ideals may be found in the Declaration of Independence, the Constitution, the Gettysburg Address, and other significant documents, speeches, and writings.

Concepts:

American identity	"higher law"	majority rule
authority	human dignity	minority rights
common good	ideals	patriotism
conflict among values	individual rights	popular sovereignty
democracy	justice	self government
diversity	law	values of democracy
equality	liberty	values, shared
general welfare		

3. Purpose, structure, and functions of governments in the United States

The United States political system is a federal system, in which national, state, and local governments are all organized to protect the rights of citizens and promote the common good. Citizens in the United States are citizens of both federal and state political systems, each of which has special purposes and functions.

Concepts:

adversary system	executive branch	local government
branches of government	federal system	national government
checks & balances	judicial branch	parliamentary system
confederation system	law enforcement	representation
constitution	law interpretation	regulatory agencies
constitutional government	law making	shared powers political system
distributed powers of government	legislative branch	state government

4. Roles, rights, privileges, and responsibilities of citizens in the United States

Citizenship in the United States means that a person is legally recognized as a member of the nation. Each citizen has equal rights under the law, and all citizens have certain responsibilities that accompany the rights of citizenship.

Concepts:

citizenship	participation	rights, economic
due process rights	public service	rights, personal
equal protection	responsibilities, civic	rights, political
leadership	responsibilities, personal	volunteerism

5. Relationships among governments and people that cross national boundaries

The world is divided into many different nations, each having its own government. Each nation is made up of its territory, people, laws and government. Nations interact with each other and often have a profound effect upon each other.

Concepts:

collective security
foreign policy
human rights
international organizations
international law
nation state/national sovereignty

The National Content Standards for Civics and Government identify four important skills for students to develop:

1. Analyze Issues:

The analysis of civic and governmental issues necessitates skills in identifying, describing, explaining, evaluating positions, taking positions, and defending positions. Referred to often as intellectual skills, they are skills necessary to develop logical validity within the "if – then" analytical approach to examining civic issues.

2. Evaluate, take and defend positions:

Taking and defending one's own position as well as both defending and/or criticizing the positions of others regarding public issues is an important skill in civic education. In order to take and defend positions competently, skill in evaluating historical and contemporary political and public policy communications must be applied. This skill entails the ability to discern emotional appeals, distorted evidence, appeals to bias and prejudice, factual content errors, and errors in the use of logic.

3. Know how to monitor and influence governments and governmental policies:

Civic participation demands that students have skill in both monitoring and influencing political activities and policies. Specific skill development in working with others, clearly articulating interests and making them known to decision and policy makers, building coalitions, seeking consensus, and managing conflicts. Participation in school and class governance, a simulation of government, observations of government, non-governmental, and private organizations and how they influence policy, and meeting with governmental officials to discuss their responsibilities readily contribute to the development of skills.

4. Conduct research in workings of government and issues of government and governance systems:

Skills in tracking issues through the government agencies is complemented by skills in researching issues in the library, on the world wide web, through interviews, by observing public meetings, and researching the voting record of policy makers at all levels of government. Skills in listening, reading, computer usage, analytical thinking, reasoning, and writing are necessary skills.

ECONOMICS FRAMEWORK FOR ASSESSMENT

THEMES

1. Limited Resources and Choice

Because productive resources (human, natural, and capital) are limited, individuals, households, businesses, and governments must make choices about how to allocate their resources most effectively in order to satisfy their wants.

Concepts:

choice	investing	saving
earning	opportunity cost	scarcity
entrepreneurship	productive resources (natural, human, capital)	spending

2. How Markets Work

Study of the behavior of individual households, firms and markets, of how prices and outputs are determined in those markets, and of how the price mechanism allocates resources and distributes income are part of understanding how markets work.

Concepts:

competition	market failure	profit
demand	money	public and private goods
exchange	price	risk
interdependence	productivity	role of government
		supply

3. Economic Systems

People and societies organize economic life to deal with the basic economic problem raised by scarcity and opportunity cost through economic systems. An economic system can be described as the collection of institutions, laws, activities, controlling values, culture and traditions, and human motivations that collectively provide a framework for economic decision-making.

Concepts:

basic economic questions	distribution	production
command economy	economic systems	societal goals
consumption	market economic system	traditional economic system

4. Economic Interdependence

Exchange of goods and services by individuals and groups within and between nations creates economic interdependence.

Concepts:

balance of systems	exchange rates	money
barriers to trade	interdependence	specialization
comparative advantage	international aspects of growth and stability	voluntary exchange

The Voluntary National Content Standards in Economics identify five important skills for students to develop:

Skill 1: Identify the economic problems, alternatives, benefits, and costs.

In economics a frequently used skill is the identification of a problem and the search for possible solutions to that problem. In doing so, the student develops skill in looking for alternative solutions and comparing the costs of solving the problem compared to the benefits of the solution. Experience with the content of economics in solving problems results in the development and applications of this skill.

Skill 2: Analyze the incentives at work in an economic situation.

Economic situations require crucial reasoning and decision-making skills. The analysis of information and the economic conditions that accompany various economic situations is an important skill in the economic reasoning and decision making process. Skills useful in identifying the types of analytical procedures to apply to specific economic situations, such as graphic supply/demand curves to analyze the cost and price of commodities, are important in analysis.

Skill 3: Examine the consequences of changes in economic conditions and public policies.

Economic conditions at both the societal and personal levels vary over time. Being able to reason and consider the consequences of such changes are important skills in economics. Identifying and investigating the consequences, including past, present, and future, of public policies and how those policies affect individuals and society in general are important skills that result from study of economics.

Skill 4: Collect and organize economic evidence:

In order to answer questions about economic policies and their consequences, the student should begin by gathering information from a variety of sources. The skill in gathering and organizing information is an essential step in the economic decision-making process.

Skill 5: Compare benefits with costs:

Skills for comparing benefits with costs are important for the student to use to apply to economic decisions and public policies. The skills necessary to compare and contrast benefits are a way of thinking that distinguishes economics from other social sciences. Past economic choices provide important cost considerations when an individual or group is making decision about future choices.

GEOGRAPHY FRAMEWORK FOR ASSESSMENT

THEMES

1. Places, Regions, Locations

People's lives and identities are rooted in particular places, found in specific locations and in those human constructs called regions.

Concepts:

absolute and relative location	human characteristics of places	physical characteristics of places
cultural change	mental maps	place
cultural identity	people's perceptions of	places change
formal regions	places and regions	region
functional regions	perceptual regions	regional change
		space

2. Physical Systems (Spatial Perspective)

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Concepts:

atmosphere	environment	physical processes
biodiversity	global environmental change	soils
biosphere	hydrosphere	spatial distribution
climate	lithosphere	topography
ecosystems	natural events	water

3. Human Systems (Spatial Perspective)

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and people compete for control of Earth's surface.

Concepts:

accessibility	economic systems	scale
acculturation	energy	settlements
assimilation	human resources	site
biodiversity	interdependence	situation
cities	land use	socioeconomic status
communication systems	landscape	spatial distribution
conflict	megalopolis	spatial networks
cooperation	migration	spatial patterns
cultural beliefs	planned development	spatial relationships
cultural change	political region	state sovereignty
cultural cohesion	pollution	subsistence-commercial-
cultural mosaics	population change	agriculture
culture	population density	suburbanization
developing countries	population pyramids	technology
development	population structure	trade
diffusion	pull and push factors	transportation systems
division and control of Earth's	raw materials	urbanization
surface	regional alliance	
economic impact	rural	

4. Environment and Society (Spatial Perspective)

The physical environment is modified by human activities, largely as a result of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

Concepts:

carrying capacity	human adaptation	renewable and non-renewable
consumptive population density	human dependence on Earth	resources
cultural resource appraisal	human-environmental interactions	resource conflict
environmental impact	land use	resource consumption
environmental modifications	natural hazard mitigation	resource insecurity
environmental protection	natural hazards	resource security
environmental quality	natural resources	resources
environmental stress	physical diversity	sustainability
environmental/geographic barriers	preservation and conservation	technological change
global connections	quality of life	

SKILLS

The National Geography Standards identify the most important skills students must develop as:

1. Asking Geographic Questions:

The student develops and applies skills to ask where things are located; why are they there; how they got there; what are they associated with; what the consequences are of location and association; what is this place like?

2. Acquiring Geographic Information:

The student develops and applies skills to gather information from a variety of sources in a variety of ways (e.g. different kinds of maps, primary and secondary sources for data, pictorial and narrative interviews, field work and observation, library research.).

3. Organizing Geographic Information:

The student develops and applies skills to organize the acquired geographic information in order to process and display it in ways that aid analysis and interpretation (e.g. process information into the most workable form such as maps, percentages, graphs, categories, tables, narratives, spreadsheets). Making maps, including maps drawn from memory, and mapping data on outline maps are essential information-organizing skills in geography.

4. Analyzing Geographic Information:

The student develops and applies skills to search for and identify patterns, relationships, and connections within and among the geographic information gathered in order to answer the geographic questions asked (e.g. note associations and similarities between regions; recognize patterns and draw inferences from maps, graphs, diagrams, tables, narratives, and photographs, fieldwork information and other sources). Students apply skills of synthesizing, generalizing, and evaluating geographic information to answer geographic questions.

5. Answering Geographic Questions:

The student develops and applies skills in the development of generalizations and conclusions based on the data collected, organized, and analyzed. (e.g. making inferences based on information presented in maps and graphs, and oral and written narrative; applying conclusions at the appropriate scale—local to global; and testing hypotheses.) Problem-solving and making informed judgements and decisions about questions and issues of importance are important applications of geographic skills.

HISTORY FRAMEWORK FOR ASSESSMENT

THEMES

1. Change and continuity in political systems

This theme primarily concerns the development of political systems throughout history with emphasis on the continuity and changes that affect the founding and emergence of nations.

Concepts for United States History (5-12):

abolitionism	dollar diplomacy	nationalism
accommodation	e pluribus unum	nativism
affirmative action	equality	neutrality
big stick diplomacy	fascism	nullification
civic values	federalism	open door
civil disobedience	feminism	participatory government
civil liberties	freedom	polarization
civil rights	geopolitics	political authority
coexistence	government	progressivism
communism	hierarchy	ratification
confrontation	impeachment	reconstruction
constitutions	independence	resistance
containment	international relations	revolution
de facto	intervention	secession
de jure	isolationist	servitude
democracy	judicial review	slavery
desegregation	militancy	state's rights
diplomacy	minority	suffrage
discrimination	national socialism/nazis	union

Concepts for World History (5-12):

absolutism	dictatorship	monarchy
absolutist monarchs	dynasty	nation
autocracy	elites	nationalism
balance of power	expansion	rights
contractual government	imperialism	social welfare
democracy	independence	socialism
despotism	intervention	totalitarian dictatorship
détente	liberal	

2. Interactions of people, cultures, and ideas

This theme is concerned with the interactions among the people and cultures of many national and ethnic groups and religious traditions that have contributed to the development of nations.

Concepts for United States History (5-12):

depression	innovation	national identity
diversity	integration	racism
fundamentalism	interaction	segregation
group identity	multiculturalism	

Concepts for World History (5-12):

belief systems	evolution	nobility
caste	gender	patriarchal society
change	gentry	pluralism
class	hereditary	polytheism
Columbian exchange	hereditary social systems	race
conflict	hierarchy	racism
continuity	indigenous	religious and ethical systems
cultural exchange	inequality	secular
cultural traditions	integration	serfdom
culture	interdependence	social hierarchies
domestication	middle passage	social structure
encounters	missionary	social values and attitudes
equality	monasticism	theology
ethnicity	monotheism	toleration

3. Economic and technological changes

This theme is concerned with the economic history of nations and their development through economic stages (i.e., hunting/gathering, agricultural society, urbanization and industrialization).

Concepts for United States History (5-12):

agriculture	economic systems	labor unions
business cycle	entrepreneurship	profiteering
capitalism	exploitation	property
commerce/commercialization	hoarding	recession
conservation	industrialization	socialism
demobilization	inflation	technology
depression	inflation	unionism
economic development	innovation	
economic growth	labor systems	

Concepts for World History (5-12):

agricultural revolution	enterprise	profit
capitalism	entrepreneurs	resources
collectivization	exchange	revolution
colonies	hunter-gatherer communities	risk
command economy	industrial revolution	servitude
commercialization	industrialization	specialization
consumption	interdependence	speculation
development	interdependence	taxation
disintegration	investment	trade
economic and political rivalries	laissez faire	traditional economy
economic change	management	urban
economic dependency	mixed economy	
economic development	multinational corporation	
economic imbalances	opportunity cost	
empires	productivity	

4. Comparative history of major developments

This theme is concerned with the comparison of political ideals, geographic realities, economic interests, and public opinion as countries have developed over time.

Concepts for United States History (5-12):

conflict
demographic patterns
ecology
expansion
hemisphere

ideologies
manifest destiny
migration
opportunity
resettlement

revitalization
sectional/sectionalism
suburbanization
urbanization
utopia

Concepts for World History (5-12):

agricultural societies
civilization
classical civilization
demographic trends
diaspora
diffusion of cultural and political information
empiricism
enlightenment
environmental degradation
empire
epidemiological factors
global

global culture
global transformations
globalization/globalizing
human rights
humanism
hunter-gatherer societies
indigenous peoples/societies
institutions
interregional system
kinship conflict
megalopolis
migrations
mobilization
nomadic

pastoral
pastoral nomadic societies
pastoralism
piety
postindustrial
progress
rationalism
region
revolution
scientific method
secularism
universalism
western-educated elites

5. Special Categories in the History Standards**Concepts that cut across the four themes:**

adaptation
change
colonization
communication
community
culture
democracy
democratic values
diffusion
environment
equal protection
equality
expansion

exploration, exploring
folklore
freedom
history
human needs
independence
interaction
intolerance
justice
migration
movements
oral history
population

prejudice
recreation
region
regionalism
responsibility
rights
settlement
technology
traditions
transportation
truth
urbanization

Concepts related to the Standards in Historical Thinking:

calendar time
B.C./A.D.
B.C.E./C.E.
causation/multiple-causation
cause-and-effect relationships
chance
chronology/temporal
order/sequence of events
comparisons
credibility of sources
debates among historians
flow charts
footnotes/endnotes
future

gaps in historical records
graphic organizers
historical:
• antecedents
• data
• document
• evidence
• inquiry
• interpretation
• issues
• narrative
• passage
• perspectives
• questions

hypothesis
interrogation of historical data
multiple perspectives
past
pie and bar graphs
present
primary sources
secondary sources
time lines
venn diagrams

The National Standards for History identifies the most important skills students must develop:

1. Chronological Thinking.

Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology—of when events occurred and in what temporal order—it is impossible for students to examine relationships among those events or to explain historical causality. Chronology provides the mental scaffolding for organizing historical thought.

2. Historical Comprehension.

One of the defining features of historical narratives is their believable recounting of human events. Beyond that, historical narratives also have the power to disclose the intentions of the people involved, the difficulties they encountered, and the complex world in which historical figures actually lived.

3. Historical Analysis and Interpretation.

One of the most common problems in helping students to become thoughtful readers of historical narratives is the compulsion students feel to find the one right answer, the one essential fact, the one authoritative interpretation. “Is this what you want?” they ask. Or, worse yet, they rush to closure, reporting back as self-evident truths the facts or conclusions presented in the document or text. To overcome these problems requires the use of more than a single source: of history books other than textbooks and a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.

4. Historical Research Capabilities:

Perhaps no aspect of historical thinking is as exciting to students or as productive of their growth in historical thinking as “doing history.” Historical inquiry proceeds with the formulation of a problem or a set of questions worth pursuing. Students might be encouraged to analyze a document, record, or site itself. What does it tell them of the point of view, background, and interests of its author or creator? What else must they discover in order to construct a useful story, explanation, or narrative of the event of which this document or artifact is a part? What interpretation can they derive from the data, and what argument can they support in the historical narrative they create from the data?

5. Historical Issues-Analysis and Decision Making:

Issues-centered analysis and decision-making activities place students squarely at the center of historical dilemmas and problems faced at critical moments in the past and the near-present. Entering into such moments, confronting the issues or problems of the time, analyzing the alternatives available to those on the scene, evaluating the consequences that might have followed those options for action that were not chosen, and comparing with the consequences of those that were adopted, are activities that foster students’ deep, personal involvement in these events.

WORKSHOP SUGGESTIONS FOR SECTION I:

Social Studies Standards and the CSSAP Framework

DESCRIPTION OF WORKSHOP:

The proposed workshop for Section I (below) focuses on the CSSAP Voluntary Assessment Framework:

- How was the framework developed using national and state content standards?
- How does the framework relate to the standards of each workshop participant's state?

WORKSHOP OBJECTIVES:

At the conclusion of the workshop the participants will become familiar with

- a. the national content standards in civics and government, geography, history, and social studies.
- b. the CSSAP Assessment Framework including its themes for assessment (content and skills)
- c. the role of the Assessment Framework in developing items in the CSSAP program
- d. the relationship of the CSSAP themes to the state standards of the workshop's participants, i.e., the CSSAP Assessment Framework has a direct relationship to the standards of all CSSAP states

WORKSHOP STRATEGIES:

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the SCASS project (i.e., Option 2 for a workshop pertaining to Section II).

Step 1: Distribute Section I of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use the text of Section I or those Section I overhead transparencies that are most relevant to the specific presentation and audience.

Some strategies that may be used in workshops related to this section of the **Professional Development Manual** include:

- Asking participants to identify those sections of Section I that relate most directly to their assessment work as teachers, curriculum leaders, or assessment directors.
- Asking participants to compare their state and/or school district content standards to the themes in the CSSAP Assessment Framework. e.g., where the stronger agreement or relationship is between the CSSAP Assessment Framework themes and state or school district content standards.
- Informing participants that the Assessment Framework was used as the basis for developing assessment items. Hence, wherever the CSSAP Assessment Framework has a close relationship to state or local standards, it is most likely that teachers will be able to find assessment items that relate directly to their state's or district's standards.

Step 3: Use the overhead transparencies or the PowerPoint slides on the CD to demonstrate how one or more themes from the CSSAP Assessment Framework were developed into CSSAP assessment items and to point out the connections between the CSSAP Assessment Framework Theme and CSSAP items.

MATERIALS:

- a) Section I of the CSSAP Professional Development Manual
- b) Overhead transparencies of PowerPoint slides from Section I (Appendix)
- c) Handouts of state standards in some brief version if the state standards are to be compared to the CSSAP Assessment Framework
- d) Overhead projector
- e) Compact Disk (CD), if being used
- f) Extended version of standards in the Appendix

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A Primer for Assessment

This section of the **Professional Development Manual** answers general questions about assessment. It also offers some technical explanation of sound assessment that may be of interest to test developers.

Readers are encouraged to make their own decisions about which portions of this section require their greatest attention.

1. What is "assessment"?

Assessment involves describing, collecting, recording, scoring, and interpreting information about the performance of a student, group of students, instruction, or a program, that can be summarized and reported in some meaningful way.

Assessment can inform the teaching and learning process and monitor growth and progress over time. Well-designed assessment plans for classrooms, schools, and school districts may be used to help ensure that students will become proficient in social studies.

2. Why is assessment important in social studies education?

Social studies teachers, administrators, and policy makers need information about whether students are attaining the knowledge, content, and skills they need in order to succeed in their studies and to function as informed, responsible citizens.

In social studies, assessment focuses on content relevant to general education and citizenship that is derived from the social science disciplines, including their concepts (e.g., "technological change" from history, "human-environment relationships" from geography, "limited power" from civics, and "investment" from economics), as well as significant facts, principles, and modes of inquiry from those disciplines.

Assessment in social studies assists in answering the following questions:

- Do students, teachers, parents, and other community residents understand clearly what is expected of students and how well students are performing?
- Are students achieving at desired levels relative to state and local social studies content standards?
- Are modifications needed in instructional materials, teaching strategies, and assignments?
- Are students receiving necessary diagnostic feedback about their performance in order to determine whether they need to try new ways of learning?

Social studies educators need to explore these questions and become active in resolving the educational issues that they raise. Well-designed assessment plans for classrooms, schools, and school districts help to ensure that American youth will become proficient in the content of the social studies and how that content is applied to the role of responsible citizenship.

3. *What forms may assessment take in schools?*

Tests are one type of assessment used to measure students' social studies knowledge and skills. Tests may include selected-response items, in which students select a correct answer from given options (e.g., multiple-choice, matching, or true-false items) or constructed-response items, in which students construct their own answers to given questions (e.g., short-answer items or extended-response items).

TEACHER-MADE QUIZZES AND TESTS

The most commonly used tests are teacher-made, paper-and-pencil classroom quizzes and tests. In tests of this type, the teacher presents students with a common set of exercises. The performance of each student is rated using some common yardstick, such as the percentage of correct answers. Teachers' classroom tests may be used to help determine whether students are progressing not only towards the attainment of their instructional objectives, but also towards the attainment of state and national content standards.

The items developed in this project, guided by the themes in the CSSAP Framework for Assessment, may be used to serve as models for teachers to apply when developing their own items and tests for classroom-based assessment.

STANDARDIZED PAPER AND PENCIL TESTS

Standardized tests, which are very often developed by test publishers, require that tests be administered under certain specific conditions. Such standardization is required in tests that carry high stakes (i.e., tests that have significant consequences for students, teachers, and/or school districts). Standardized tests are discussed below in more detail in conjunction with Question 6.

OTHER TYPES OF ASSESSMENT

Other types of assessment, in addition to tests, include:

Performance tasks. These assessments may consist of short- or long-term research projects, exhibits, recitals, displays, video productions, or portfolios.

Teacher observations of students' classroom work or of students' activities in the community. In this type of assessment, the teacher observes and evaluates the discussion, performance, or other behavior of students, individually or as a group, perhaps using a checklist or scoring guide to promote objectivity in the observation and evaluation.

4. *What cautions should be used with tests?*

TESTS ARE A SAMPLE OF STUDENT WORK

A test is a snapshot of student performance at one specific time on content limited to that test. It can never tell the whole story of what students know and can do. Many variables can affect student performance on any occasion. Hence, it is important to supplement specific assessment information gained from one test together with other measures, such as teacher observations and students' performances on other tests and on a variety of homework assignments and projects.

TESTS SHOULD ASSESS WHAT WAS TAUGHT AND STUDIED

A test does not assess instruction and student learning if its content fails to address what was taught and studied.

TESTS SHOULD FOCUS ON IMPORTANT IDEAS AND SKILLS

Well-designed tests provide teachers, students, and the public with information about what students have learned and are able to apply. The content and skills should be important to them as individuals and members of a democratic society.

5. *Formative and Summative Assessments: What are the intended uses of an assessment?*

Assessments in social studies may be either formative or summative.

A **formative assessment** is given during a sequence of instruction, such as during a unit, in order to make mid-course corrections so that instruction can be made more effective and students will more likely succeed in their learning.

Formative assessments take place at critical times during instruction in order to determine whether individual students or groups of students are ready to move to the next body of content or level of instruction within an instructional unit. Formative assessments also inform teachers about the need to change instruction to make it more effective.

Given their diagnostic purpose, formative assessments need to be criterion-referenced (i.e., designed to assess student competence on specific standards or objectives). For example, in a criterion-referenced test in a civics/government course, three groups of items might assess whether students understand the concepts of limited government, checks and balances, and, federalism respectively.

A **summative assessment** is given at the end of a unit of instruction or at the end of the semester, course, or course of studies in order to collect evidence on how well students have learned what was taught.

Although summative assessments may be directly connected to instructional objectives and content standards, they may need to sample the objectives and content taught without measuring every objective or content standard because of time constraints. Summative assessments may be either criterion-referenced (as defined above) or norm-referenced (i.e., designed to make possible comparisons of an individual or group score to those of other individuals or groups).

Commercially produced norm-referenced tests often include manuals to help educators interpret and compare the scores of local students against the scores of some group that was used for establishing norms by age, grade level, gender, ethnicity, or some other factor(s). Norm-referenced tests may also be teacher-created, as in the case where student performance on a classroom test is ranked, highest to lowest, and one student's performance is compared to that of other students in that classroom.

6. *What is standardized testing?*

A standardized test is administered under common, specified conditions for the students, and scored and reported in a systematic manner. For example, if a standardized test has a designated time limit of 45 minutes, then that is the maximum time allowed for students to respond. It is critical to replicate completely the administration conditions for a standardized test. If these conditions are not replicated and there are deviations from the standard conditions, then the scores obtained in the administration cannot be directly comparable to other similar scores. Depending upon the purpose of the test, the usefulness of the score information may be weakened.

7. *What are the distinctions between large-scale and local assessment?*

Large-scale assessments range from tests given in large numbers of classrooms in large school districts to tests given across an entire state or nation. Large-scale assessments are most often

summative and typically standardized. They may be used in a variety of ways, depending upon local and state policies (e.g., to promote the teaching of specific standards, for public accountability, for high school graduation, for grade-level promotion, for school accreditation, or to provide positive rewards for high achievement, etc.).

Local assessments range from observations (both formal and informal), performances, classroom quizzes, unit tests, and final examinations to local school district tests given in a standardized manner to all students in a particular grade or school. Such tests, which are usually developed by teachers, may be used for formative purposes (e.g., to determine if some students need additional instruction on a topic being taught and to help in planning the next lesson or unit) or for summative purposes (e.g., for report card grades, promotion, or eligibility for extra curricular activities).

8. What do quality assessments need in order to be reliable and valid?

Tests sometimes play a role for making important decisions (e.g., promotions, graduation, admission to advanced courses, or state accreditation of a school district). Policy makers may place considerable confidence in those tests. In such cases, the tests must possess two technical characteristics: *reliability* and *validity*.

RELIABILITY

Reliability refers to the consistency of obtaining the test results. There are numerous types of reliability for both large-scale and classroom assessments. The following section briefly describes four types of reliability generally reported in a large-scale assessment environment. Some of these may also apply to small-scale assessments.

Test-retest reliability: The principle underlying test-retest reliability is that if a student takes a test on one occasion and takes the very same test an hour or a day later—and assuming no instruction or change in the student's level of knowledge or skill during the interim period—one would expect the test scores to be nearly identical. In an analogous example, a carpenter who measures a board using a ruler on one day should find the same measurement for the board on another day when using the same ruler. In social studies, a teacher may decide to administer the same test before and after a unit of instruction. In such a case, it is important that the test be reliable so that differences between the pre-test and post-test scores are the result of students learning the unit's content and not the result of a lack of reliability in the test.

Internal consistency: When it is not practical to use test-retest procedures or alternate test forms to estimate reliability, reliability may be estimated based on the consistency of performance of students on the various parts of the same test. This is referred to as the inter-relatedness of the test items, or internal consistency. These procedures are based on the assumption that all items on the test are measuring student knowledge in a common area and that student performance on all items will tend to be consistent. That is, the strong students will do well throughout the test form, whereas the weaker students will do less well throughout the test form. One way to check for this type of reliability is to see if the performance of students on a test's odd-numbered items is similar to their performance on the test's even-numbered items. Commercial testing publishers often use this method for checking reliability. Teachers may use the odd-even split method on their own tests if those tests have more than forty items that are scored by objective methods. The most practical application for teachers would be to score the odd-numbered items and the even-numbered items for each student. Then list the students' scores on the odd items from high to low. Add to that list the scores on the even numbered items. In compiling the two sets of scores, the scores should be in agreement, or the higher scores should be at or near the top of the list for each half of the test, and not distributed randomly between the two halves of the test.

Scoring reliability: Scoring reliability may pertain to constructed-response items, portfolios, performance tasks, and other student work. This type of reliability is a measure of the agreement between two or more people who read the same written response and assign it a score. It is also referred to as inter-rater reliability. Scorers of these types of assessments must have a specific scoring guide if they are to read student responses and score them on the same criteria. A scoring guide that specifies criteria for assigning points to a written response eliminates much of the unwanted subjectivity that results from inadvertently considering such things as length of the response or author of the response. The score should be based on the specific social studies content of a student's response.

Even when it is not feasible to measure agreement among two or more scorers, it is important to develop scoring guides in order to set guidelines for scoring constructed-response items so that the scoring is as objective as possible and fair to students.

Equivalent-forms reliability: Equivalent forms of the same assessment have to be strongly related in measuring the same knowledge and skills. There may be minor statistical differences between forms, but the overall relationship should be very close. A strong relationship between test forms is shown by a coefficient of reliability approaching 1.00. A coefficient approaching 0.00 or a negative coefficient shows a weak relationship. This type of reliability is important in situations where one group of students takes different forms of the same test and scores are compared. Equivalent-form reliability is important when a school district or state uses equivalent forms, perhaps in a pre-test/post-test or matrix sampling design to measure learning over time by students of the same grade level, and where equivalent forms of a test are given to a different group of students.

VALIDITY

Validity refers to the confidence, or trust, that the scores from the test do, indeed, measure what they say they measure. Validity is an essential consideration for a test. Even if a test is reliable, it might not be valid. In social studies, does a test on the Age of Discovery assess students' understanding of the significant content and generalizations from that era of history, or does the score a student earns on a U.S. Constitution test accurately reflect that student's knowledge of the Constitution? It is critical that a test yields a score that is valid in order to provide information about a student or group of students. No test, however, can be valid if it is not reliable.

Various types of validity are used in test development. Three are of specific interest for developers of social studies tests: content validity, predictive validity, and decision validity. The validity of the test is supported by evidence collected by the user of the test. Different validity evidence supports different purposes.

Content Validity: The following are central questions that must be asked about any test that purports to measure students' understanding of content.

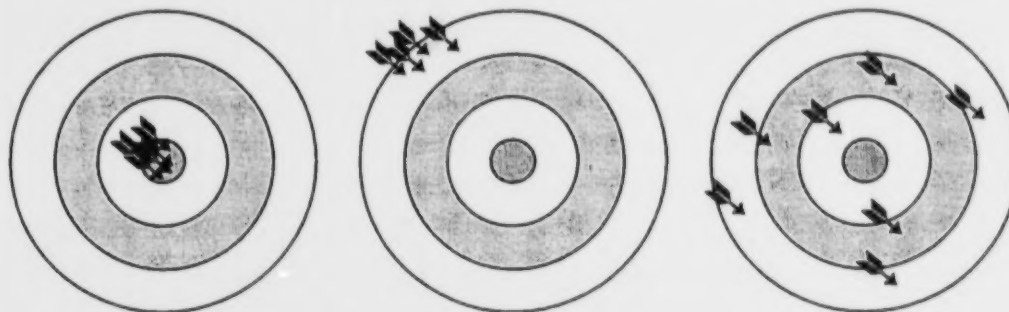
1. Do the test and its items yield a good measure of the domain of knowledge being assessed (e.g., the U.S. Constitution in the case of a unit on that subject or the Age of Discovery in a unit on that subject) and
2. Does the test and its items yield a good measure of what the students learned about that particular domain of knowledge?

The first criterion could be assessed by comparing the content of the test to what authoritative sources identify as important content. This could be done by examining state content standards and texts on the subject or by getting the reactions of scholars. The second criterion could be assessed by examining what students were taught, perhaps by examining the teacher's assignments or by interviewing the students being tested.

Predictive validity: Do the scores on one test accurately predict scores on future assessments or related performances (e.g., GPA or success in a program)? If they do, then the test has predictive validity. For example, the score on a standardized second-grade test of social studies correctly predicts the performance of those same students in third grade and predicts a teacher's observations of their work that is focused on similar content and skills.

Decision validity: Are test scores used to make decisions about an individual's future, such as graduating from school, obtaining employment, or being licensed to do certain types of procedures? If so, the test needs to provide valid evidence for making these decisions. Years ago, in Southern states, people had to pass literacy tests of very questionable validity in order to be permitted to vote. Because decisions based on tests may have a profound impact on people's lives, it is critical that those tests be appropriate for their purpose(s) and that the cut-point scores are fair and germane to the specific decision. For example, if a high school student scores below a set pass level and is denied a regular high school diploma, then the decision can have a major effect on post-secondary, career, and employment decisions for that student. Decision validity is critical to the ethical use of scores in this and other high-stakes assessment situations.

9. What is the relationship between Reliability and Validity?



Reliable and Valid

Reliable but not Valid

Not Reliable and Not Valid

In the illustration above, the bull's-eye represents the content that you want to measure; the darts represent the test items.

The goal of any test is to produce results that are both reliable (i.e., consistent, as discussed above) and valid (i.e., fair and appropriate for their purpose, also as discussed above). This is illustrated by the target on the left in which the items in a test are integrated and focus on what the test is supposed to be measuring. The middle illustrates results that are reliable but not valid. In this case, the scores are consistent in one or more of the forms of reliability, but the test does not validly measure what students were taught or what the test was purporting to measure. The target on the right indicates a situation in which items of a test bear little relationship either to each other or to what the test is purporting to measure. A test cannot be valid if it is not reliable.

10. What types of items or student response formats can be used in assessment?

Selected-response items

This category of items includes a small variety of formats where students are directed to select the best or correct response from given options. The selected-response item varieties include multiple-choice items, true/false items, and matching items. The selected-response item format consists of a

question, often called the *stem*, and possible answers from which the student can select *options*. The format requires that only one selection be made and that there is only one correct answer, the *key*. Selected-response items, which may be used to assess student knowledge and understanding of many things in a short time, may focus on trivial factual information unless care is taken to elevate the thinking required to answer the items.

Following is an example that shows the parts of a multiple-choice item.

TERM	ITEM
Stem →	What is the largest city on the western shore of Lake Michigan?
Distractor →	A. Milwaukee
Distractor →	B. Detroit
Distractor →	C. Green Bay
Key →	*D. Chicago

Options

Constructed-response items

These items provide a question or problem for which the student provides (constructs) a response, which may vary from a few words to an extended essay. One challenge in developing constructed-response items is to require the person answering the question to use higher-order thinking skills. Three forms of constructed-response items have been developed in the CSSAP project being presented in this manual: short-answer, extended-response, and performance tasks. These item types vary in the length of time the students have to prepare their responses, the expectations for the students' responses, and the complexity of the item and the responses.

A short-answer constructed-response item may entail writing only a few sentences, whereas the student may spend up to thirty minutes developing a full response to an extended-response item. Performance tasks, on the other hand, may require several weeks of in-class or out-of-class work for individual students or groups of students.

Many of the constructed-response items that have been developed by the CSSAP project require students to provide in-depth content and apply skills of decision-making, problem-solving, analysis, synthesis, or evaluation. Constructed-response items often do a better job than selected-response items in terms of having students reveal the depth of their understanding of concepts that demonstrate disciplinary content. They also call on students to use a variety of skills they have learned (i.e., organization, information processing, inquiry, etc.).

Performance tasks developed in the CSSAP project are multi-day assessments that may involve work both in and out of the classroom by individual students or groups of students. Instructions for such tasks range from some that are very prescriptive to others that allow students a great deal of freedom. Performance tasks demand some research into a topic, issue, or problem followed by a presentation of results. The presentation might well be a report, a video, a debate, or a speech. The presentations may use whatever media are suitable for the research results.

Attributes of the CSSAP performance tasks include:

- Multi-day assignments
- Research
- Multiple presentation options
- Possibility of student collaboration

Portfolio Assessments

In addition to individual items, tests of selected-response and constructed-response items, and performance tasks, the CSSAP project developed strategies for portfolio assessments. These assessments, which showcase the process of student learning over a period of time, are designed to augment other existing assessments, encourage the improvement of instruction, and complement ongoing classroom activities. Students develop a showcase portfolio that represents their work on specific performance tasks at different times.

The CSSAP portfolio is a showcase of the student's best work reflecting five different entry categories: interpretation, issue analysis, problem solving, reasoned persuasion, and research/investigation. The portfolios also require students to reflect on their learning and accomplishments by writing a portfolio reflection. The portfolio reflection is intended to help the student, as well as people who read the portfolio, to understand how the student's learning and development of specific skills and concepts have progressed over the course of a semester or longer.

Specific information on the portfolio assessments of CSSAP may be found in Section VI of this **Professional Development Manual**.

In deciding whether to use selected-response items, constructed-response items, performance tasks, a portfolio, or any combination thereof in an assessment, issues of cost, efficiency, reliability, validity, and intended use of the information must all be considered. For example:

- Selected-response items are both efficient and economical. In order for selected-response items to reflect good instruction, the items must be part of a strong development process.
- Short-answer constructed-response and extended-response items may allow students to express their knowledge of a concept more fully. However, such things as language ability, time, expense, and difficulty of scoring can limit their usefulness.
- The strength of portfolios and performance tasks is in their potential for students to show their depth of understanding and to encourage and assess student reflections on their work. However, they tend to include only a few samples of student work and may not be generalizable to an entire content domain.

For more information on this topic, see Section VI.

11. How should the statistical results of an item tryout be evaluated?

An item tryout is a test administration held under standardized conditions, the purpose of which is to gain information about the items rather than about the students. An item tryout yields a number of statistics for both constructed-response items and selected-response items. The item tryout must be administered to an adequate sample of examinees in order for the resulting item statistics to be reliable. Items that survive a post-tryout evaluation may be placed in an item pool to be used for the creation of test forms in the future.

Most teachers do not engage in formal tryouts of items they will be using on tests. They may, of course, give the same test for a specific unit this year as they gave in prior years. In that case they could use some simple statistical data they may have collected on the test items to help them in improving the test for the future.

USING STATISTICAL RESULTS OF ITEM TRYOUTS WITH REGARD TO MULTIPLE-CHOICE ITEMS

If the data are available, teachers may use the following questions to review selected-response items from item pools, from tests given earlier, or from item tryouts in order to decide whether to keep or revise specific items for future use.

- How difficult were the items (i.e., what proportion of the students answered the items correctly)? What might account for the high levels of difficulty: students' misconceptions, the fact that the item failed to reflect what was taught, some problem in instruction, or some flaw in how the item was worded?
- What was the discrimination factor with regard to the item (i.e., to what extent did student performance on the item correlate with overall test performance)? If most of the students who got the item wrong scored high on the test as a whole, is it possible that there is a flaw in the item?
- What was the proportion of students who chose each of the distractors (i.e., the incorrect answer options)? If a distractor drew an unusually high proportion of student responses, is it possible that the distractor is also a correct answer, or do we have evidence of student misconceptions with regard to the concept being tested?

USING STATISTICAL RESULTS OF ITEM TRYOUTS WITH REGARD TO CONSTRUCTED-RESPONSE ITEMS

If the data are available, teachers may use the following questions to review constructed-response items from item pools, from tests given earlier, or from item tryouts in order to decide whether to keep or revise specific items for future use.

- How difficult was the item (i.e., what was the mean performance or average score on the item)? What factors might account for the item's being difficult? Did the difficulty reveal a problem with student learning, with the content as taught, with the wording of the item, how the content was taught, or the appropriateness of the item for a particular grade level?
- How was examinee performance spread out (i.e., did some field-test examinees obtain each of the four possible scale points)?
- What was the overall distribution of scores (i.e., what was the percentage at each of the possible score points)?
- What kinds of problems did the students have with the item (i.e., on which criteria for a good performance did students perform worst)? What can one learn from students' errors? Does the information learned suggest changes needed in instruction, the test item, or the scoring guide?

12. What considerations are important when constructing a test?

The specifics of developing tests and items are discussed in detail in Section VI of this **Professional Development Manual**. A few important questions to consider appear below:

- What is the primary purpose of the test?
- What standards, knowledge, and thinking skills objectives will the test address?
- Using percentages, how much emphasis should be given to each standard and objective on the test?
- How well does the test address the objectives of instruction and the curriculum?
- Does the test provide a desirable balance among types of test items?
- Will the test be engaging to students?
- Will the test provide a challenge for the students without frustrating them?

Will the test as designed accomplish its purpose(s)?

13. How should the results of a standardized test be interpreted?

As a first step, one should always read carefully the manual for interpreting results of a state test or other large-scale test.

The interpretation of test scores depends on the type of test administered. Norm-referenced tests and criterion-referenced tests are constructed differently because they are intended for different purposes. Therefore, the interpretation of scores resulting from administration of a norm-referenced test will be different from interpretation of scores resulting from administration of a criterion-referenced test.

If the purpose of the assessment is to compare student performance with the performance of others from a norm (or standard) group, then a norm-referenced test should be administered. The resulting test scores will provide normative information. Such information will allow teachers to make direct comparisons among individual students or groups of students. This information may be in the form of grade-equivalent scores, age-equivalent scores, standard scores, percentile ranks, or stanines. Effective interpretation of the results requires an understanding of these derived scores.

If the purpose of the assessment is to determine whether some particular objective of instruction has been achieved, then a criterion-referenced test should be administered. The test results for criterion-referenced tests will include information such as a percent-correct score for each objective or cluster of objectives. Criterion-referenced tests often provide diagnostic information, which is useful in helping to identify both strengths and weaknesses of students in the particular content area.

14. Why construct and use assessments that are authentic?

It is important to keep the authenticity of an assessment in mind. Any assessment should be derived directly from a course of instruction that is based on a curriculum that reflects clearly defined standards. The assessment should be an evaluation of a student's in-depth understanding that is grounded in an acquired knowledge base and that has value beyond the classroom or academic setting.

Authentic assessments, unlike typical tests, emulate the performance that is required of students or other citizens in real-life situations. They have great potential for actively engaging students in their learning; in helping them gain deeper insight into academic content; in taking pride in their accomplishments, and for providing a context for "real life" situations beyond school.¹

Examples of authentic assessments may include student analyses of candidates' speeches in an election, students producing articles for a history magazine, and students taking a stand on an issue in the news.

Fred Newmann and Gary Wehlege (1995) have identified a set of criteria for determining the extent to which assessments may be called "authentic." The criteria include student engagement in: a) construction of knowledge, b) disciplined inquiry, c) elaborated, substantive communication, and d) making connections to the world beyond the classroom.

Newmann, Fred M. and Gary Wehlege, (1995) Successful School Restructuring: A Report to the Public and Educators by the Center for Organizing and Restructuring of Schools. Madison WI: Board of Regents of the University of Wisconsin.

WORKSHOP SUGGESTIONS FOR SECTION II:

A Primer for Assessment

DESCRIPTION OF WORKSHOP:

Workshops pertinent to Section II focus on the technical aspects of assessment that are basic to both classroom-based and large-scale assessment.

POSSIBLE WORKSHOP OBJECTIVES:

At the conclusion of the workshop the participants will have attained some or all of the following objectives:

- Be able to explain technical aspects of classroom-based and large-scale assessment.
- Be able to explain the importance of the technical aspects of assessment for classroom-based and large-scale assessments.
- Be able to apply basic principles of assessment, such as an index of difficulty and reliability/validity judgments to classroom-based and large-scale testing.
- Suggest when basic principles of assessment should be applied to the interpretation of the results of classroom-based or large-scale assessment.

WORKSHOP STRATEGIES:

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below.

Step 1: Distribute Section II of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use those portions of the Section II text and/or selected Section II overhead transparencies that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the **Professional Development Manual**. (Section II is available in print from the Council of Chief State School Officers, 1 Massachusetts Avenue, NW, Washington, DC, 20001; or may be printed from the PDF on the Professional Development CD, also available from the Council.)

- a. The overhead transparencies and/or PowerPoint slides pose questions that are discussed in the **CSSAP Professional Development Manual**. For example, Topic Question 1 in Section II is, "What is assessment?" and Topic Question 5 is, "How does the intended use of a test determine the type of test?" Ask participants to reflect on these and similar questions in Section II since they are the basic questions that need to precede the development of classroom-based and large-scale assessments.

Facilitators do not need to dwell upon definitions and terminology since they are best learned through the applications of the principles of assessment and since they are printed for future reference in the text of Section II.

- b. Optional activities:
 - Engage participants in a content-validity exercise that requires them to judge whether an item or set of items truly measures what it was intended to measure or if the item truly measures some given state or local standard. Sample items may be taken from the CSSAP manual or from the CD. See also Figures 2a and 2b in Section III. They can be used to provide background pertinent to content validity. (See the Materials listed under Item e below for special materials that may be used to enhance this activity.)
 - Provide an opportunity for the participants to look at and discuss each of the types of items (i.e., selected-response, constructed-response, and performance-event items) in the

CSSAP Professional Development Manual. Examine the way they are designed, what they seem to measure best, and the process followed in developing and validating these items. Develop realistic plans for evaluating items of classroom-based assessments, using ideas found under Question 11 in Section II. Discuss how assessment items and tests can be critically examined and reviewed by the teacher using ideas found under Question 12. Have participants develop a series of steps or checks that might accompany the development of either classroom-based or large-scale assessment, whichever is appropriate for the audience and the workshop's objectives.

- Discuss how a teacher might move from traditional tests toward authentic assessments using ideas under Question 14 and additional ideas from the workshop participants. See also the Materials listed below that may be used to enhance this activity.

MATERIALS:

- a. Section II of the **CSSAP Professional Development Manual**. This is available from the Council of Chief State School Officers, 1 Massachusetts Avenue, NW, Washington, DC, 20001
- b. Overhead transparencies or PowerPoint slides from Section II Overhead Transparencies Section in the Appendix, or print them from the Professional Development CD.
- c. Overhead projector and/or computer projector
- d. Compact Disk (CD) if available, and computer
- e. If the first optional activities cited in Strategy b above are used, the following items are needed:
 - A set of assessment items
 - State or local standards
 - Figures 2a and 2b from Section III

Aligning Curriculum, Instruction, and Assessment
Based on Content Standards

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Aligning Curriculum, Instruction, and Assessment Based on Content Standards

1. What is "Alignment?"

Alignment is the process that assures that there is a direct and supportive relationship among standards, objectives, curriculum, instruction, and assessment.

2. What do the terms "curriculum," "instruction," "content standards" and "assessment," mean?

Following are working definitions of the above terms as they are used in this document.

Curriculum in a school district or classroom refers to that set of written documents that identifies what content students are to learn and the plans governing how that content is to be taught.

The content students are to learn in social studies may be in such forms as content standards, goals, objectives, and assessment items. The content for the curriculum most often includes knowledge, skills, and subject area perspectives from civics, economics, geography, and history.

Instruction refers to how teachers deliver the curriculum for the purpose of helping students learn certain knowledge and skills, and develop habits of mind.

Instruction may take many forms, such as lectures, guided discussions, simulations, research projects, debates, applications of computer-assisted learning, and so on.

Content Standards are descriptions of what students should know and be able to do.

Standards should focus on big ideas and skills from the academic disciplines. Following are examples of a few national standards:

- Students should be able to explain and evaluate the argument that civil society is a prerequisite of limited government. (Civics & Government Standard 3: "Civil Society and Government," Grades 9-12)
- Students know how to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions (Geography Standard 18: "The Uses of Geography: How to Apply Geography to Interpret the Present and Plan for the Future," Grades 5-8).
- Students will be able to identify incentives that affect people's behavior and explain how incentives affect their own behavior. (Economics Standard 4: "People respond predictably to positive and negative incentives," Grades K-12). Rewards are positive incentives that make people better off," Economics Standard 4: Grades K-4)
- The student understands how the French Revolution contributed to transformations in Europe and the world. (World History, Era 7 Standard 1A: "The Causes and Consequences of Political Revolutions in the Late 18th and Early 19th Centuries," Grades 5-12)

Assessment measures what students know and are able to do. Assessments involve observing and analyzing students' work in order to evaluate how well they are learning or have learned what is being taught or what has been taught.

Assessments may take many forms, such as quizzes, tests, research projects, performances, discussions, debates, and presentations. They may be used to make decisions, such as assigning grades, determining whether students need additional instruction, and reflecting on whether methods of instruction and resource materials should be changed.

3. Why align curriculum, instruction, and assessment based on standards?

Alignment is based on the following assumptions:

- The primary purpose for instruction is to improve student learning of significant content and important skills.
- States and school districts have created standards to identify what it is that students should know and be able to do.
- Time to teach is limited and valuable. Hence, it is important to be effective both in selecting important content and instructing students.

Alignment is necessary for the following reasons: a) to assure that all students understand what they should know and be able to do, b) to assure that assessments and the learning experiences are fair to all students, and c) to help teachers be more effective when working with students to achieve a high level of competency relative to the standards.

4. What is alignment of curriculum, instruction, and assessment based on standards?

Take a look at Figures 1a and 1b on the following page and note how curriculum, instruction, and assessment are either related or not related by the positioning of the circles and in Figures 2a and 2b by the alignment of narrative in the matrices.

Figure 3-1a. Standards, Curriculum, Instruction, and Assessment NOT Aligned

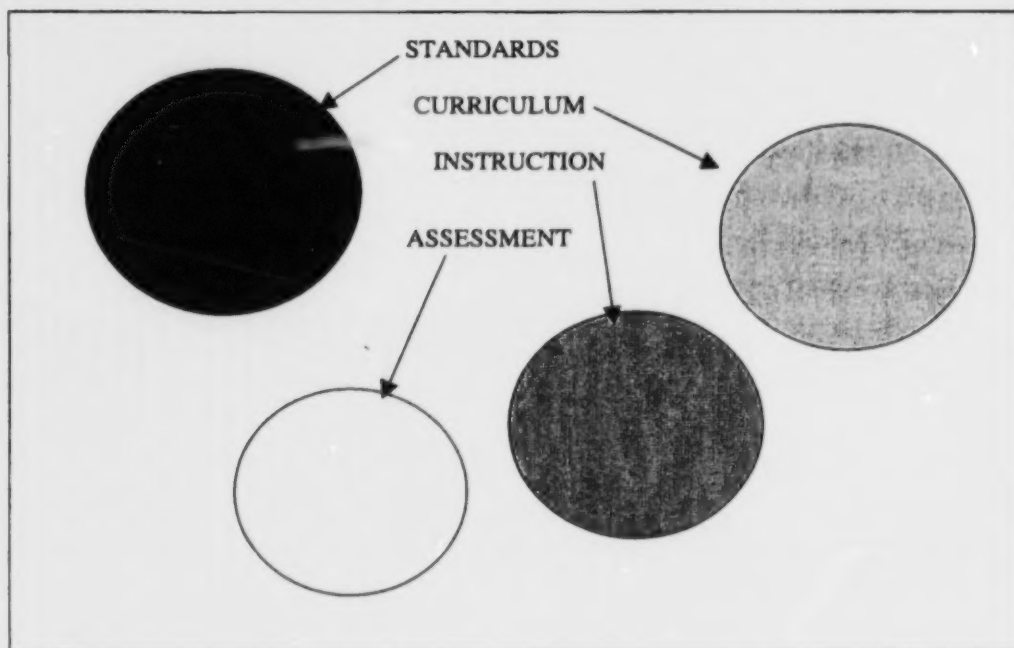


Figure 3-1b. Standards, Curriculum, Instruction, and Assessment: Aligned with Each Other

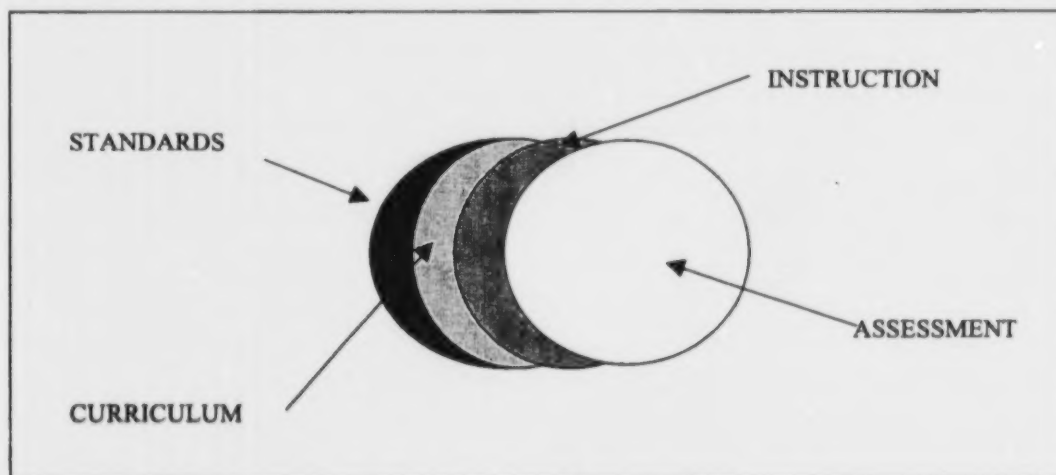


Figure 3-2a. Examples of Instructional Programs Where Alignment Is Not Evident

	NATIONAL STANDARDS	LOCAL CURRICULUM	INSTRUCTION	ASSESSMENT
Example 1. Study of World War II in a High School U.S. History or World History Class	The student analyzes cause-effect relationships. The student understands the global scope, outcome, and human costs of World War II.	A unit in a district's written curriculum focuses on causes, consequences, and major developments of World War II.	The teacher teaches about the weapons of World War II. ¹	The unit test assesses student knowledge of the effect of World War II on the home fronts of all nations involved. ²
Example 2. Study of geography in an elementary school social studies class	The student knows and understands the consequences of human modifications of the physical environment.	The curriculum includes a unit pertaining to environmental problems in the local community.	The teacher focuses on the way Native Americans used the land in the region where the school is found. ¹	The unit test focuses on foods and clothing of Native Americans in the region where the school is found. ²
Example 3. Study of the federal government in a high school civics course.	The student should be able to explain how the United States Constitution grants and distributes power to national and state governments and how it seeks to prevent the abuse of power.	The civics unit in the district's curriculum emphasizes the federal system and checks and balances.	The teacher teaches about differences between Republican and Democratic political parties.	The test includes an essay question focused on the concept of judicial review.
Example 4. Study of economics concepts in a course entitled "U.S. History Since the Civil War" at the middle school level.	Students will be able to use knowledge of relationships among supply, demand, and price to predict how prices change, and to explain how the incentives facing individual buyers and sellers are affected.	None of the units in the middle school social studies curriculum address economics concepts because the district has an economics elective at the high school level.	In a unit dealing with events following World War I, the teacher informs students that in the Soviet economy prices were set by the state, much as is the case with prices of postage stamps in the United States.	In the state's social studies test, students are asked to explain how the laws of supply and demand may be applied to explain what happened to the price of horse-drawn buggies as a result of mass production of automobiles.

1. The instruction fails to address the focus for the unit found in the school district's written curriculum.

2. The assessment addresses content different from what students were taught.

Question: What problems exist in Examples 2 and 3?

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Figure 3-2b. Examples of Instructional Programs Where Alignment Is Evident

	NATIONAL STANDARDS	LOCAL CURRICULUM	INSTRUCTION	ASSESSMENT
Example 1. Study of World War II in a high school U.S. History or World History class	The student analyzes cause-effect relationships. The student understands the global scope, outcome, and human costs of World War II.	A unit in a district's written curriculum focuses on causes, consequences, and major developments of World War II and on how to determine cause-effect relationships.	The teacher has the students read primary and secondary sources focused on World War II and has students create flow charts showing cause-effect relationships pertaining to the war.	Students present their flow charts to classmates using overhead projectors. The flow charts and their presentations are evaluated using a scoring guide developed in class under the teacher's leadership.
Example 2. Study of geography in an elementary school social studies class	The student knows and understands the consequences of human modifications of the physical environment.	A unit in a district's written curriculum focuses on specific examples where human activities have had a profound effect on the physical environment.	The teacher has students read about examples of how the actions of people have caused modifications in the physical environment. Students, using photographs or sketches, are then asked to show how people have affected the environment locally.	Students present their findings in booklet form. The teacher and classmates read the booklets and evaluate them using a scoring guide developed in class under the teacher's leadership.
Example 3. Study of the federal government in a high school civics course	The student should be able to explain how the United States Constitution regards the distribution of power and responsibilities within the federal system.	A civics unit in the district's curriculum includes lessons on checks and balances. The curriculum unit asks students to use current media to monitor specific issues related to checks and balances in the federal system and to evaluate the checks and balances system by developing explicit criteria on the purpose, use, and effectiveness of the system.	Students are asked to develop a simulation to show how the checks and balances system operates among the three branches of the national government as well as between the national government and the states.	In an essay exam, the teacher presents students with a description of a government that does not have separation of powers and checks and balances. Students are then asked to explain how that government would need to be changed in order to bring separation of powers and checks and balances into the system, and to describe pros and cons of the changes.
Example 4. Study of economics concepts in a course entitled "U.S. History Since the Civil War" at the middle school level.	Students will be able to use knowledge of relationships among supply, demand, and price to predict how prices change, and to explain how the incentives facing individual buyers and sellers are affected.	The district curriculum has a unit focused on concepts from economics and other social sciences that are important for interpreting events in U.S. history.	In the unit on concepts from economics and other social sciences the teacher has students draw demand curves by carrying out surveys pertaining to quantities of various goods and services people are willing to buy at different prices.	In the state's social studies test, students are asked to explain how the law of demand may be applied to explain what happened to the price of horse-drawn buggies as a result of mass production of automobiles.

An aligned instructional program is a system in which all parts (standards, curriculum, instruction, and assessment) relate directly to each other, support each other, and are directed to a constructive purpose (student learning).

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5. How is alignment obtained?

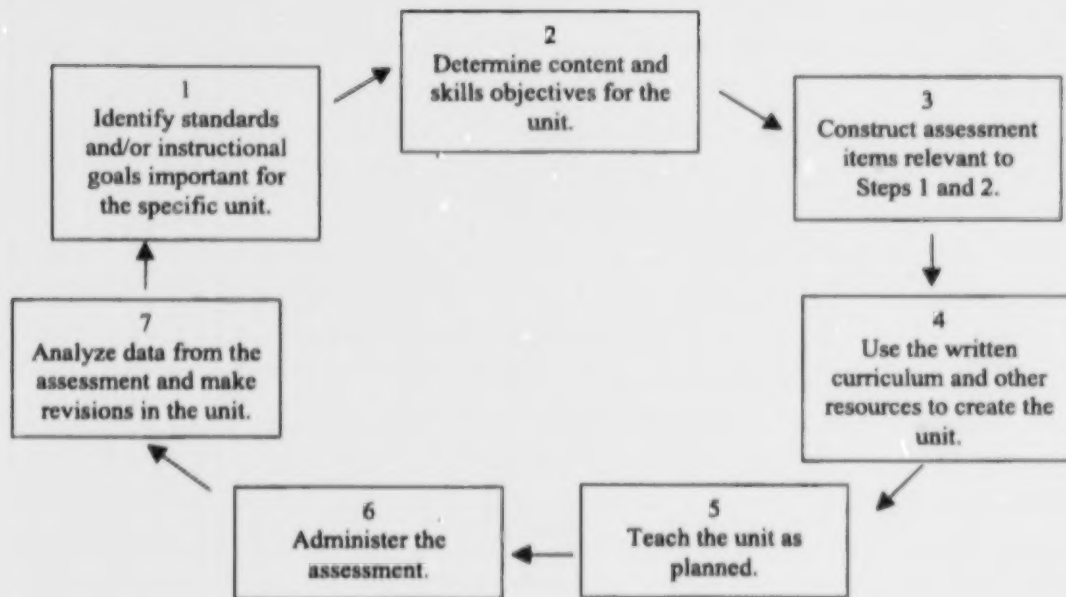
Following is an approach a teacher might use to develop a standards-based instructional unit in which curriculum, instruction, and assessment are aligned.

Figure 3-3. Steps in the Process of Attaining Alignment

STEPS IN THE PROCESS	COMMENTS
1. Identify standards (national, state, and/or local) and /or instructional goals that are important for students to learn in the specific unit. (For example, Mr. Schmitt examines national civics, economics, history, and geography standards and state social studies standards as he plans a unit on the New Deal for a United States History course. Mr. Schmitt also identifies reasons why the standards are important for his students as individuals and members of society.)	The standards should focus on important content from academic disciplines (concepts, principles, patterns, generalizations, and interrelated facts) and on habits of mind (skills of effective research and inquiry and of effective communication, problem solving, and decision-making).
2. Determine the content and skills objectives for the unit. (Mr. Schmitt lists knowledge and skills objectives pertinent to the New Deal unit and supportive of the standards.)	The objectives should be important for the topic of the unit and should be directly related to the standards selected.
3. Construct assessment items that may be used to collect data to evaluate how well students will have mastered the unit's objectives and standards. (Mr. Schmitt designs test items and student performance tasks to assess his students' achievement of the New Deal unit objectives.)	Teachers should develop specific assessment materials <i>prior to</i> designing lessons so that the lessons will be directed to the objectives of the unit in ways that are likely to result in successful student performance.
4. Use the written curriculum and other resources to create the unit. (Mr. Schmitt examines his district's curriculum, textbooks, the Internet, and other resources and then selects content and designs strategies that will give students the opportunity to learn the objectives of the New Deal unit and perform effectively in the unit's assessment.)	The unit should include unit objectives, a sequence of lessons, which includes instructional strategies, and a listing of resource materials.
5. Teach the unit as planned. (When teaching the unit, Mr. Schmitt is attentive to the lesson objectives and to the standards to which the lessons are related.)	While teaching the unit, the teacher should use observations, quizzes, and formative tests to check student progress on lesson objectives and standards.
6. Administer the assessment. (Mr. Schmitt has students participate in the assessment he designed in Step 3 above.)	The assessment should be aligned to the standards, unit objectives, and instruction if Steps 3, 4, and 5 were executed properly.
7. Analyze data from the assessment. (Mr. Schmitt examines his students' responses in the assessment to discover areas of strength and weakness with regard to the standards and objectives. He makes use of that information in planning for future instruction, perhaps returning to Step 1 above, in order to improve student learning where needed.)	In order to help students be more reflective about their own learning and to take more responsibility for their learning, a teacher should involve them in the analysis of the assessment data.

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Figure 3-4. Steps in the Process of Attaining Alignment in a Unit as an Iterative Process



6. How may results of aligned assessments be used to promote student learning?

Data from assessments may be used to carry out the following tasks if the assessments were aligned to standards, the curriculum, and instruction:

1. Judge the progress of a class and of each student with regard to specific performance criteria for each objective and/or standard.
2. Plan corrective types of instruction in the current unit or in subsequent units to bolster student learning (i.e., content and thinking skills) in those areas where student performance is weak.
3. Help students assess their own progress toward mastery of objectives and standards and identify ways in which they could improve their own performances and learning.
4. Make decisions about fundamental changes in the course or instructional program:
 - Changes in resource materials used
 - Changes in the scope and sequence of content within the course
 - Changes in instructional strategies used by the teacher
 - Changes in what students will be taught with regard to social studies content and skills (e.g., research, communication, problem solving, decision-making, test-taking, etc.)
 - Changes in the types of assessment used

Such instructive uses of assessment data to improve both student learning and classroom instruction are possible only if all the parts are related in a single system: that is, the assessments are aligned to standards, the curriculum, and the instruction.

WORKSHOP SUGGESTIONS FOR SECTION III:

Aligning Curriculum, Instruction, and Assessment Based upon Content Standards

DESCRIPTION OF WORKSHOP:

The workshop on Section III focuses on the development of assessment items, tasks, and instruments that are aligned with a school district's curriculum, with classroom instruction in the school district, and with local or state content standards.

WORKSHOP OBJECTIVES:

At the conclusion of the workshop the participants will have attained some or all of the following objectives:

- Explain the importance of building assessments aligned with content standards, curriculum, and instruction.
- Identify steps that are useful to achieve alignment at the classroom or local school district level.
- Determine ways that results of aligned assessments may be used to promote student learning.
- Evaluate whether there is alignment among standards, objectives, assessment, and/or instruction, using concrete examples.

WORKSHOP STRATEGIES

Workshop facilitators need to consider their audiences and the objectives of their workshops before deciding which of the following steps to use in their presentations. They will need to specify their workshop plans in more detail than is provided below.

Step 1: Distribute Section III of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use those portions of the Section III text and/or selected Section III overhead transparencies that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the **Professional Development Manual**.

- a. Have participants compare aligned curricula with those that are not aligned using Figures 1a and 1b and/or Figures 2a and 2b in Section III. Ask participants to develop concrete examples on their own of aligned and non-aligned curriculum-instruction-assessment systems.
- b. Ask participants, "Why is it important to align curriculum, instruction, and assessment based on standards?" Record the responses on a Big Tablet, chalkboard, or overhead transparency, and then turn to the overhead transparency or PowerPoint slides that accompany that question in the **CSSAP Professional Development Manual** Section III. Compare the suggestions from the participants and the reasons provided by CSSAP.
- c. The major emphasis of the remainder of the workshop should be on the matrix answers in Figure 3-3 of Section III, which addresses the question, "How may alignment be obtained?" The overhead transparencies and PowerPoint slides present the recommended steps for the procedure. Take time to elaborate those steps with the participants. It will be helpful if the participants have either a unit of study they teach or a curriculum document from a school or school district with which they can gain practical experience implementing the steps towards alignment. To carry out this portion of the workshop, a matrix like that in Figure 3-2a and b might be provided where the "Mr. Schmitt examples" are removed and space is left for participants to insert their own ideas.

- d. The final question addressed in this workshop is, "How may results of aligned assessments be used to promote student learning?" It is important that participants understand that the alignment is a step in a more extensive process. The extent to which students are learning the content of social studies (civics, economics, geography, history) is the result of the curriculum and instruction, which is revealed through the results of the assessment. If this is to occur with a high degree of success, then the alignment between the components is absolutely essential.

MATERIALS:

1. Section III of the CSSAP Professional Development Manual
2. Overhead transparencies and/or the Section III PowerPoint slides in the Appendix
3. Overhead projector
4. Compact Disk (CD), computer, and computer projector
5. If the activity cited in Strategy c above is used, then the questions and items for the task to be completed are needed. This includes a blank copy of the Figure 3 matrix with the "Mr. Schmitt" narrative removed so that workshop participants can insert their own narrative.
6. A copy of state or local social studies standards will be necessary as a reference when completing the alignment.
7. Also see Fig. 2a, 2b, and 3

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The CSSAP Assessment Model: An Overview and Examples

This section of the **Professional Development Manual** focuses on the following questions:

- Why was CSSAP established?
- What content do CSSAP assessment products address?
- What is the nature of CSSAP assessment products?
- How were CSSAP assessment products produced?
- How may CSSAP assessment products be used for professional development?

1. Why was CSSAP established?

In 1997, with the experience of a five-state social studies collaborative assessment project upon which to build, CCSSO, a consortium of twenty-two state Departments of Education (later joined by three others), and ACT, Inc. combined their expertise to focus on educational assessment in the social studies through the CSSAP. The Project was a response to wide-ranging educational reforms in the states, which had needs for:

- a variety of tests and assessment instruments, including portfolio assessments
- quality assessment items for states, school districts, and classroom assessment
- effective professional development in social studies assessment

2. In what content areas were CSSAP assessment materials produced?

As shown in Table 4.1, assessment materials were written in four content areas: civics, economics, geography, and history. Within each content area, the CSSAP project defined certain broad themes that reflect national content standards in the disciplines and the social studies content standards of the CSSAP member states. Each of the participating states was able to place its content standards within the national themes. The themes were not, by any means, intended to serve as a new set of national social studies or content standards, but rather were created to facilitate development of assessment items. The themes guided the item development by CSSAP. The items were later classified by concept and skill so that states may easily align them with their own individual standards or frameworks. (See Section II)

Table 4-1: Themes from the CSSAP Framework for Assessment

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
1.Civic life, politics, and governance systems	1.Limited resources and choice	1.Places, regions, locations	1.Change and continuity in political systems
2.Principles and ideals of democracy in the U.S.	2.How markets work	2.Physical systems (spatial perspective)	2.Interactions of people, cultures, and ideas
3.Purpose, structure, and functions of governments in the U.S.	3.Economic systems	3.Human systems (spatial perspective)	3.Economic and technological changes
4.Roles, rights, privileges, and responsibilities of citizens in the U.S.	4.Economic interdependence	4.Environment and society (spatial perspective)	4.Comparative history of major developments
5.Relationships among governments and people that cross national boundaries			

3. What types of assessment materials have been produced by CSSAP?

CSSAP has produced three types of assessment materials:

Modules – Assessment modules consist of multiple-choice and constructed-response test items that are focused on a common topic and grouped together. The assessment modules may be used for either classroom-based or large-scale assessments. Teachers from the CSSAP member states produced assessment modules for CSSAP under the guidance of the CSSAP program.

Performance Tasks – Performance tasks are multi-day assignments that may involve in- or out-of-classroom work by individual students or groups of students. These tasks require students to communicate in any of a variety of ways what they have learned about a topic based on their research and reflective thinking. Teachers from the CSSAP member states produced performance tasks for CSSAP under the guidance of the CSSAP program.

Portfolios – Portfolios consist of collections of student entries (performance tasks) that reflect student work produced over a long span of time, such as a semester or a school year. Teachers from CSSAP member states have guided students in the development of portfolios based on ideas and guidance from the CSSAP program.

4. What are the components of a CSSAP assessment module?

A CSSAP assessment module includes items of specified types focused on a common topic. The structure of the module is shown in Figure 4-1. Specific examples of CSSAP modules may be found in an appendix to this section.

Figure 4-1: Structure of a CSSAP Assessment Module

STIMULUS OR STIMULI	<i>Followed by →</i>	A LINKED SET OF QUESTIONS	<i>Developed around →</i>	A TOPIC OR THEME
For example: • Reading Excerpts • Documents • Diaries/Letters • Speeches • Maps • Charts & Graphs • Data Tables		3 Multiple-choice items 2 Constructed-response items • 1 Short Answer • 1 Extended Response		For example: • New World Explorers • Ancient Cultures • Principles of American Democracy • Civic Life • Lewis & Clark • Westward Expansion • Civil War • Great Depression • People and the Environment • Economic Systems

A module is made up of two elements: the stimulus and the items.

The Stimulus

The stimulus functions to:

- Set the context for the student,
- Create student interest (engage the student), and
- Provide essential information.

The CSSAP stimulus is intended to introduce the topic and interest the student in the assessment. As the first segment of the module, the stimulus sets the stage for the assessment. If it is dry, unappealing, and not stimulating to the student population, it will not likely encourage optimal performances from the students. If, on the other hand, the stimulus challenges and interests students—ideally to the point that they forget that they are being assessed—they will more likely perform well and provide the best measures of their abilities.

Although reading tests typically rely on reading passages as stimuli to support reading comprehension questions, the objective of the stimulus for most CSSAP modules is to engage students and to provide context for the items. Occasionally, modules provide information that will be used in conjunction with the prior knowledge that the student brings to the assessment. For example, the CSSAP stimulus might provide information that students would not be expected to have, such as a data table, and items could ask for interpretation of the data presented in the table. In another example, the stimulus could present information for the students to compare to or contrast with information that they are expected to know. However, the stimulus is not intended to provide instruction or to provide all the information that will be needed to answer the items. Stimulus material can include information presented in text, pictorial, or graphic form. The information may be excerpted from published documents or could be prepared specifically for item development.

The items

Table 4.2 outlines the item types used in the CSSAP module.

Table 4-2: Item Types of the CSSAP Module

	Selected-Response (Multiple-choice)	Constructed-Response (Short-Answer)	Constructed-Response (Extended-Response)
Uses	- Factual information - Higher level thinking	Understanding of a concept or topic	Interpretations or explanations, propose solutions, communicate complex ideas
Nature of Response	Choose from options	1 or 2 sentences to a paragraph - Complete a graphic, chart, etc.	- Give detailed explanation - Create graphics, charts, etc. - Analyze an issue - Communicate persuasive argument
Points Possible	1 point	2 or 3 points	4 points

All CSSAP modules include two types of items. The first type is the selected-response (multiple-choice) item. Each module contains three multiple-choice items. Although this type of item is often used to test for retention of specific factual information, it can also be used to test for higher levels of thinking. For example, an item may ask about differences and similarities or comparisons and contrasts in the topic. It may ask students to apply a principle or concept in a new context. Or it may ask students to identify a conclusion that may be extrapolated from given data.

The second type of item used in the module is the constructed-response item. The constructed-response item asks the student to construct a response rather than select from among alternatives presented. Two kinds of constructed-response items are used: the short-answer and the extended-response. They are differentiated by the amount of time one would expect a student to devote to a response, the length and depth-of-content for the response, and the scoring scale.

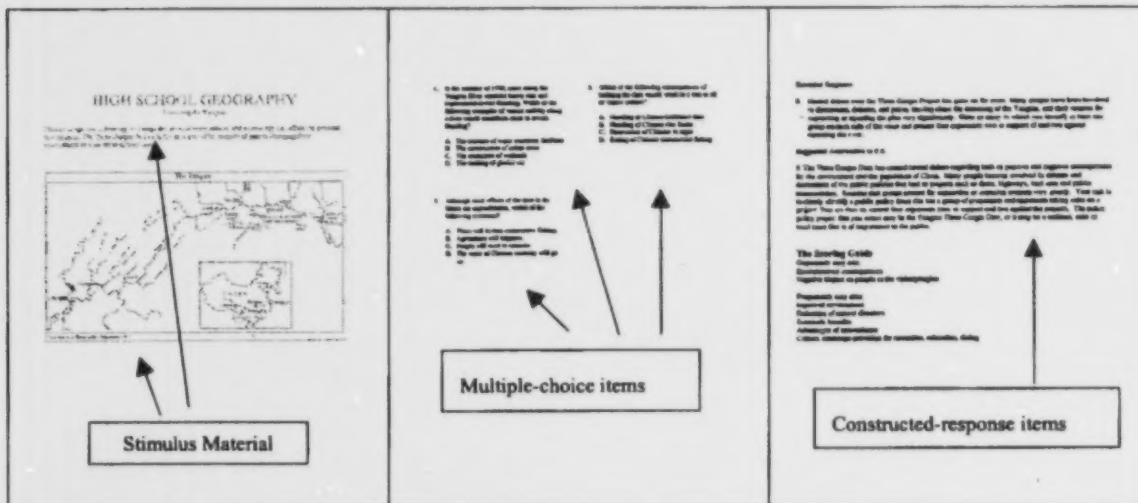
For the short-answer item, the student is expected to write from one or two sentences to a short paragraph in response to the item. Alternatively, the item may call for the student to fill in cells of a table or to construct a graph. The short-answer items should require students to respond in a relatively brief time, perhaps five to seven minutes or less. Short-answer items will require students

to generate brief responses that demonstrate an understanding of a concept or topic. Short-answer items developed by CSSAP are scored on a two- or three-point scale.

The other kind of constructed-response item used by CSSAP, the extended-response item, is intended to evoke a more thoughtful and detailed response. Extended-response items will ask students to make interpretations, provide explanations, propose solutions, or create representations of issues, principles, and ideas. It is expected that the student may take fifteen minutes or longer to create a response. The response should include some kind of exposition of the issue and an analysis of it. Here the student should have the opportunity to demonstrate a more comprehensive knowledge of a concept or topic than can be shown in a multiple-choice item or a short-answer response. These items also require students to communicate their thinking in an organized manner, which is an important objective in many state content standards.

The components of a CSSAP assessment module are illustrated below in a reduced-size format.

Figure 4-3: An Example of an Assessment Module



Specific examples of CSSAP assessment modules of this and other modules may be found in the appendix to this chapter. These modules were designed for states to examine and evaluate in the light of their own content standards. CSSAP modules found to be fully acceptable in some states may need to be modified or even rejected in other states.

5. What are the characteristics of CSSAP Performance Tasks?

Characteristics of the CSSAP performance task include:

- Multi-day assessment
- Research
- Multiple presentation options
- Possibility of student collaboration

The CSSAP performance task is a multi-day assessment, which may involve work both in and out of the classroom by individual students or groups of students. Instructions for the task range from some that are very prescriptive to others that allow students a great deal of freedom. Performance tasks demand research into a topic, issue, or problem followed by a presentation of results. The CSSAP field trials of performance tasks engaged students in preparing and submitting written reports. When

used in the classroom, however, the presentations might be video, a debate, or a speech. The presentation may use whatever media are suitable for the research results, limited only by the imagination of the students and teacher and the technologies available.

In the process of developing items, classroom teachers working with CSSAP developed two modules and a performance task, which was linked to one of the modules by addressing the same topic, concepts, ideas, and/or skills as in the module. At the same time, the performance tasks were independent of the module in the sense that the students did not need to answer the specific questions asked in the module in order to carry out the task. Specific examples of CSSAP performance tasks are presented in the resources at the end of this section.

6. How did CSSAP produce modules and performance tasks?

The participating states were asked to identify volunteer item writers from among practicing teachers in their states. For logistical reasons, the states were divided into five groups based on geographic proximity. Two item-writing workshops were scheduled for each group.

At the first workshop, the teachers were given training in best practices for item writing. Following is an outline of the guidance given for developing the stimulus and items for the modules and the accompanying performance task. Additional guidance in item writing may be found in Section V.

Instructions for developing modules

- Concentrate on the theme assigned to you. For example, for the elementary level under Geography you may be responsible for Theme #1, Places, Regions, Locations. Ask yourself what content is appropriate for students at the elementary level. Think of at least two topics in this content area that you believe are important enough to be assessed under this theme at this level. Ask yourself how you can assess that content.
- Think in terms of broad themes, concepts, or standards, and then identify a variety of primary and secondary sources that will provide material for creating an introductory stimulus for your items. In general, avoid simply excerpting text from a grade-level text. However, you may want to consult texts at various levels to search for themes and concepts and to locate important information.
- Remember that the stimulus is key to developing excellent assessment items. Keep the following things in mind as you develop your stimulus material.
 - Look for material that will engage and challenge the student. Consider speeches, songs, poetry, literature, graphics, and other documentary material.
 - Broaden your thinking. Consider fresh ways of approaching familiar topics. A local problem or cultural issue can often make a global connection.
 - Use a variety of print media. Consider maps, charts, tables, graphs, and cartoons that reflect a geographic, historical, civic, or economic theme. Ask your librarian or media specialist for help.
 - Use materials that are in the public domain. Assessment costs escalate when copyright permissions are required. Consider using basic documents that are readily available, such as Supreme Court cases, the U.S. Constitution, the Declaration of Independence, or Constitutional Amendments. You might also consider using excerpts from government documents, such as the *U.S. Statistical Abstract*.
- When you begin to draft items, think about what you consider to be the most important things teachers might teach about the topic. The items should be designed to elicit correct responses regarding the five most important ideas, concepts, skills, or points of fact that you would want your students to learn about the topic.

- If the correct response cannot be stated in a short phrase or sentence or if there can be a variety of good responses, then the concept should be assessed by means of either a short-answer item or an extended-response item. The more complex and lengthy the desired response, the more one should consider developing it as an extended-response item.
- For multiple-choice items, make sure that there is one and only one correct answer. The distractors must not be throwaways that students easily recognize as such. Correct but irrelevant statements and common misconceptions about the concept are good distractors. For both multiple-choice and constructed-response items, make sure that the question is focused directly on what you want to elicit as a response from the students and that the language is clear and understandable.
- Create your scoring criteria and customize the generic score level descriptions for the constructed-response items at the same time that you are drafting the items. If you can't specify the scoring criteria, you need to return to the item and revise it so that scoring criteria can be explicated. Make sure that the points you are asking yourself or others as scorers to use in evaluating student responses clearly describe the critical points required in an effective response.

Instructions for developing performance tasks

Performance tasks are in- or out-of-class research projects with instructions defining the scope of the project and describing how students should present their research results. The teacher/item writers were given the following guidelines for writing performance tasks.

Guidelines for Developing the Performance Task

- ☐ Focus on important knowledge, concepts, and skills,
 - ☐ Link the task to classroom instruction,
1. Design the task to be engaging to students,
 2. Make the task developmentally appropriate and one that challenges students to present their ideas in organized, creative ways,
 - ☐ Require extended work time and provide opportunities for group work,
 - ☐ Link the task topically to a module,
 - ☐ Develop the task and scoring guide together,
 - ☐ Make certain the scoring guide is consistent with the directions the students receive,
 - ☐ Have the scoring guide focus on social studies content and skills,
 - ☐ Require materials or demonstrations from the students that may be scored, and
 - ☐ Provide directions for teachers, including suggestions for how to structure and scaffold the task for students.

How the CSSAP work was carried out

The teacher/item writers began drafting two modules and a performance task during the first workshop. During the course of the workshop, each teacher had the opportunity to meet privately with an ACT item-development expert to get more detailed comments on his or her specific topic. In addition, assessment experts and content experts were available at the workshop for consultation.

Several weeks later, the teachers mailed the first drafts of the materials to ACT. Those drafts were reviewed by an ACT editor, a CCSO staff member, and a content expert. Critiques based on those reviews were written and sent to the teachers/item writers. On the basis of the critiques and on the basis of informal module pilots in their classrooms, the teacher/item writers revised their drafts and

brought them to a second workshop. Again, each teacher had an opportunity for a private conference with an item developer and also the opportunity to consult assessment and content experts. Following the second workshop, the final drafts were written and sent to ACT.

7. *What is the nature of the CSSAP portfolio, and what are its uses?*

The CSSAP portfolio assessment system was designed to be appropriate for elementary, middle, and high school students. It is a dynamic assessment system designed to augment existing assessments, improve instruction, and complement ongoing classroom activities. Because it is student- and classroom-centered, it is flexible enough to adapt to a variety of school settings. Assessment portfolios involve students from start to finish over an extended time and reflect actual classroom work. Students and teachers enter into a dialogue as they agree on goals, define projects, and assess progress using the portfolio as a baseline for future performance.

Students use the materials they produce to develop a showcase portfolio, reflecting five types of entries (interpretation, problem solving, research, reasoned persuasion, and issue analysis). "Showcase" implies that the portfolio shows the student's best work on an important set of tasks. As a result, not all work that a particular student produces for a specific class is appropriate for inclusion in his or her portfolio. This means that *students* are charged with the task of identifying examples of their best work.

Students are also required to reflect on their learning and accomplishments by writing a portfolio reflection. The portfolio reflection is intended to help people who read the student's portfolio to understand how the portfolio demonstrates the student's mastery of specific skills and concepts and how that mastery relates to the student's growth and goals. The portfolio reflections are vital components that not only help students understand and take stock of what they learned in the way of knowledge and skills, but also help readers to understand the significance of the various components of the portfolios.

Although its use will vary among states and among districts within states, some anticipated potential uses envisioned for the CSSAP portfolio assessment system include:

- assisting schools in developing reliable portfolio assessment policies
- offering a flexible system that is useful to teachers in a variety of schools, at different levels, and in different disciplines within social studies
- facilitating good instructional practice
- fulfilling the diverse educational needs of students and meeting the expectations of teachers, parents, and school administrators
- promoting beneficial, content specific student-teacher and teacher-teacher interactions
- enabling comparable reporting of student performance so that states, districts, teachers, and parents can properly interpret and utilize the information

The CSSAP portfolio assessment system can facilitate instruction when it provides teachers and students with clearly stated levels of performance expectations. Students must have adequate opportunities to meet those expectations over the course of a school term. The following are potential benefits from the successful implementation of portfolio assessment.

- Instructional improvement
- Professional development
- Student motivation
- Student reflection and self evaluation

- Rich data for student evaluation
- Rich data for program evaluation
- Information for student and parent conferences
- Evidence of competency

A committee comprising representatives from several CSSAP member states and staff members from CCSSO and ACT began to work on a structure for the CSSAP portfolio system in 1998. During 1998-1999, the committee created and refined entry categories and developed the general principles for portfolio scoring guides. Detailed implementation guides were also written.

The *Teacher Guide* contains an introductory overview of the CSSAP portfolio and an explanation of implementation procedures. It provides suggestions for the use of the CSSAP portfolio as an effective tool to achieve integration of classroom instruction and assessment. Entry categories are defined—interpretation, issue analysis, problem solving, reasoned persuasion, and research/investigation—and sample assignments are included. The issue of student reflection in the portfolio is addressed, and suggestions for teaching reflection are also given.

The *Scoring Guide* describes the scoring features and shows how to evaluate individual entries and the portfolio as a whole. Scored exemplar papers for each entry category, with score justifications, illustrate the application of the scoring guide to the assessment process. Examples illustrate holistic evaluation of the complete portfolio, as well as the role of the reflective summary in that process.

A *Student Guide* provides an explanation of each entry category and the basis on which it will be assessed in language appropriate to the level of the student. The *Student Guide* includes suggestions for learners, checklists, and appropriate examples to facilitate student understanding of the portfolio process.

The portfolio process was piloted and focused on the following:

- implementing the portfolio model in social studies classrooms at different grade levels and in different disciplines
- enlisting teachers to evaluate the model and the supporting materials, and eliciting their suggestions for further development or refinement
- collecting teacher feedback on the experience of implementation from the instructional perspective, as well as that of students
- assembling a collection of student work reflecting each of the entry categories and representing performance at different levels
- developing a scoring guide for future use by teachers using the operational version of the CSSAP Portfolio
- fostering the professional development of a select group of teachers who then might serve as experts on the CSSAP portfolio within their state.

The CSSAP portfolio system is discussed in depth in Section VI.

WORKSHOP SUGGESTIONS FOR SECTION IV:

DESCRIPTION OF WORKSHOP

The workshop on Section IV focuses on the products produced by CSSAP, their components, and their uses.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will:

- a. Be familiar with the types of assessment materials CSSAP developed, especially CSSAP modules and performance tasks.
- b. Evaluate the use and importance of each of the assessment types.

WORKSHOP STRATEGIES

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the CSSAP project, as is found in Option 2 for a workshop pertaining to the *INTRODUCTION*, (see p. 3).

Step 1: Distribute Section IV of the *CSSAP Professional Development Manual* to the participants.

Step 2: Use those portions of the Section IV text and/or selected overhead transparencies that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the *Professional Development Manual*.

- a. The CSSAP Framework Themes for Assessment (see Table 4.1) present the social studies content basis for the model. The Themes are a good place to begin, since the subsequent strategies for this section are based on them.
- b. Have participants examine CSSAP modules using the following sequence of questions:
 - What components or elements did they find in the CSSAP modules? Describe them.
 - Do the tests their students take have a format similar to that of CSSAP modules? Explain.
 - Is the CSSAP module format suitable for the classroom-based tests that they give? Explain.
- c. Discuss with participants the question of finding stimuli for CSSAP modules. Have them in small groups identify a unit they will or might teach, and have them brainstorm sources they might use to find stimulus materials. If the workshop takes place in a library media center, they could even do a scavenger hunt to find such stimulus materials.
- d. If time permits, participants might even be asked to create a module using a stimulus found in one of their textbooks or using a model stimulus provided by the workshop leader. The modules they create should be regarded as early drafts. For more guidance on how to conduct such a workshop, see Section V, which provides more detail on how to develop tests and assessment modules.

MATERIALS:

- a. Section IV of the *CSSAP Professional Development Manual*
- b. Overhead transparencies and/or Section IV PowerPoint slides in the Appendix.
- c. Overhead projector
- d. Compact Disk (CD) if available, a computer, and LCD projector
- e. Other materials to support steps 2c and 2d, such as the resources of a library media center or textbooks, which teachers bring with them to the workshop.

10. What are some examples of CSSAP Modules and performance tasks?**Four examples of CSSAP Assessment Modules**

The assessment materials that follow, which are accompanied by scoring guides and sample student responses, were developed for CSSAP member states to examine and evaluate in the light of their own standards.

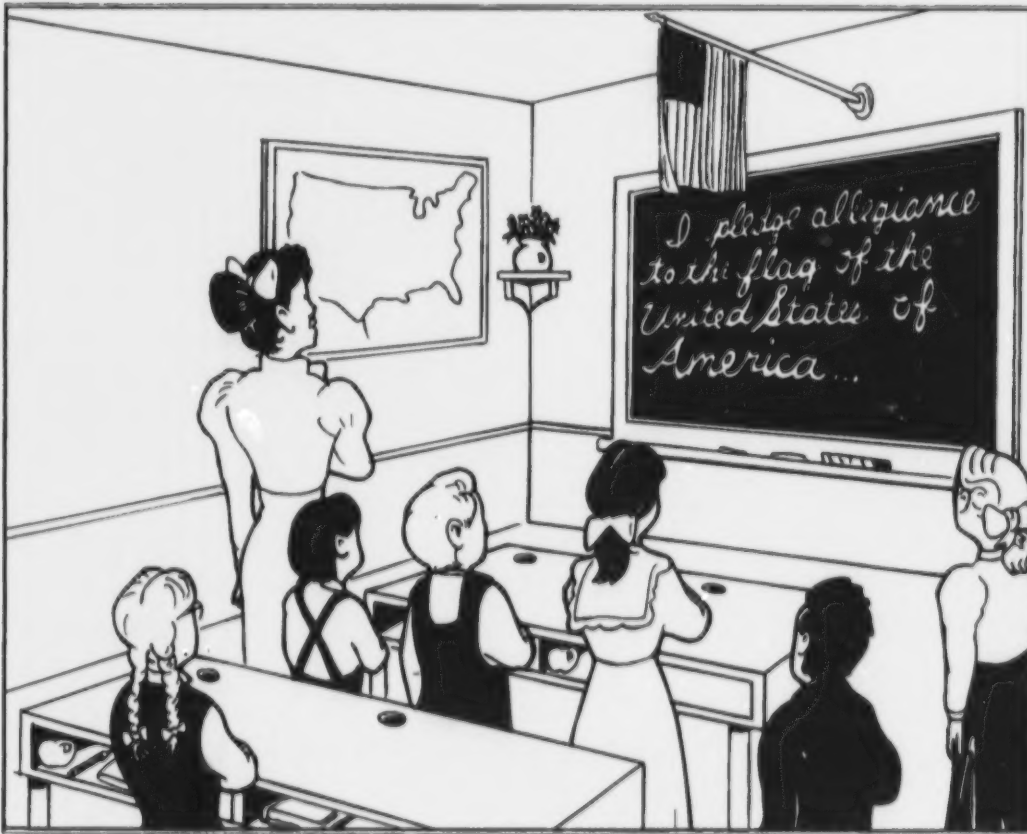
We present these items here to show the format of CSSAP assessment modules. Whereas the content of these modules and their items were judged to be fully appropriate for use within some CSSAP states, other states may choose to not use them or to modify them.

We encourage readers (1) to identify the format features of these items, (2) to determine whether these specific items would be appropriate for use within their own classrooms, and (3) to consider how the items might be modified for use in their own classrooms.

So far as the scoring guides and anchor papers are concerned, we recommend that they be read critically. Readers should feel free to modify them for use within their own states, making whatever adjustments in content and style that they find to be necessary.

ELEMENTARY SCHOOL CIVICS

Understanding the Pledge of Allegiance



Picture of a Fourth-grade class, October 12, 1892

It was the 400th anniversary of Columbus Day on October 12, 1892. On that day, school children across the country stood to recite the Pledge of Allegiance for the first time. The pledge had been printed a month earlier in a popular children's magazine, *The Youth's Companion*. The magazine printed it so that children and teachers could practice in preparation for the special celebration.

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1. What do people promise to do when they say "I pledge allegiance"?
 - A. Be truthful under oath
 - B. Be courageous in battle
 - C. Be grateful for freedom
 - D. Be loyal to our country

2. In our system of government, citizens elect people to represent them. Which word or words from the Pledge of Allegiance best describes that system?
 - A. "Republic"
 - B. "One nation under God"
 - C. "Indivisible"
 - D. "Justice for all"

3. Why has the number of stars on our flag changed since the original flag was made?
 - A. To represent the number of wars won by the U.S.
 - B. To represent the number of people elected president
 - C. To represent the number of states in the union
 - D. To represent the number of amendments to the U.S. Constitution

Short Answer

4. A new student from another country has joined your class. Explain to the new student how Americans show respect for what the flag represents when they say the Pledge. Include at least two examples of things people do when they say the Pledge.

Extended Response

"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

5. The Pledge ends in the words "...with liberty and justice for all."
- Briefly explain what liberty means and give one example.
 - Briefly explain what justice means and give one example.

Explanation and example of liberty

Explanation and example of justice

Form: 119 Descriptor: Understanding the Pledge of Allegiance**Items 1, 2, 3 (multiple-choice questions)****KEY**

1. D
2. A
3. C

Item: 4**SCORING CRITERIA**

Scores are based on the student's ability to:

Explain why Americans stand at attention and place their hands over their hearts when they say the Pledge of Allegiance.

A proficient response will demonstrate an understanding of the Pledge of Allegiance in relation to Americans' respect for the flag and what it represents. The student will explain why Americans stand at attention and place their hands over their hearts when they say the Pledge of Allegiance. For example:

- standing at attention - to show respect, to keep attention focused.
- right hand on heart - reflecting love of country, signifying the importance of loyalty to our country to be as vital as our hearts are to our bodies.
- respectful, reverent - to honor the flag/pledge, to emphasize the seriousness of the ritual, to emphasize the importance of the occasion.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of why Americans stand at attention and place their hands over their hearts when they say the Pledge of Allegiance. The response is incomplete or inaccurate. The explanation, if provided, is ambiguous or seriously flawed. The response is insufficient to demonstrate understanding.
- 2** A response at this level demonstrates an understanding of why Americans stand at attention and place their hands over their hearts when they say The Pledge of Allegiance. The response is generally complete and accurate. The explanation is clear and generally accurate. Although minor flaws may be present, the response is sufficient to demonstrate understanding.

LEVEL 1

The reason we represent our nation is for the people that fought for us in the Bigen war and the people that made the flag of our nation.

This response demonstrates minimal understanding of why Americans stand at attention and place their right hand over their hearts when they say the Pledge of Allegiance. The response fails to address the national unity, which the Pledge of Allegiance evokes, revealing minimal understanding of the topic.

LEVEL 2

The student lists two examples of pledge activities and explains that they are an act of loyalty and respect to the flag and our country. Although the response digresses into an explanation of features of the flag, the student does provide sufficient information to reveal understanding.

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Form: 119 Descriptor: Understanding the Pledge of Allegiance
Item: 5

SCORING CRITERIA

Scores are based on the student's ability to:

- Briefly explain what liberty means, and provide one example.
- Briefly explain what justice means, and provide one example.

A proficient response will demonstrate an understanding of liberty and justice, and will provide one example of each. Appropriate examples will vary, but each should relate to the relevant concept.

Liberty: associated with freedom; liberty entails a state of freedom from excessive government control, and is ensured by rights. For example, the freedom to practice the religion of one's choice.

Justice: equivalent to fairness, justice implies a fair standard that is equally applicable to everyone within a group. For example, being treated the same as others in school relative to rewards or punishments.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of the concepts of liberty and justice. The response is largely inaccurate or incomplete. The explanations and examples, if provided, are exceedingly vague or inaccurate. Logic and reasoning are very simplistic and/or seriously flawed. The response demonstrates minimal understanding.
- 2** A response at this level demonstrates partial understanding of the concepts of liberty and justice. The response is partially accurate, but the explanations and examples are inadequately developed or incomplete. Evidence of rudimentary logic may be present, but it contains flaws. The response demonstrates partial understanding.
- 3** A response at this level demonstrates an adequate understanding of the concepts of liberty and justice. The explanations and examples are generally complete and accurate, although minor errors may be present. The logic and reasoning employed are justified, but may contain minor flaws. The response is sufficient to demonstrate understanding.
- 4** A response at this level demonstrates a superior understanding of the concepts of liberty and justice. The explanations and examples are detailed, thorough, and accurate. The logic and reasoning used are sophisticated. The response demonstrates superior understanding.

LEVEL 1

Justice means
 For all the men & women
 for nurses went and to fight for
 our country and freedom.

liberty means fore being
 free and notee and
 being able too have
 helives we Belive in two.

This response identifies liberty as associated with freedom but lacks the understanding of justice. The logic employed is seriously flawed and demonstrates a minimal understanding of the concepts of liberty and justice.

LEVEL 2

liberty is that you a free.
 to do what you want to do
 no one can tell you what you
 can do but kids get, tell what to
 do. Justice is you have the right
 to vote and what the boys do
 and get payed the same amount of
 money, and can have the same job
 Just like a boy that's what justice and
 liberty means.

This student often digresses into example as opposed to explanation, yet still gets at the root of the concepts. Unfortunately, the ideas are inadequately developed and somewhat unclear. The response demonstrates partial understanding.

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LEVEL 3

liberty means to be free. We are free to do things.
Justice means to treat fairly. Be nice to everyone. Treat
others how you want to be treated.

This response addresses the concepts of justice and freedom in a concise and accurate manner. The examples are somewhat vague, but demonstrate an understanding of the topic. A "low" 3.

LEVEL 4

No appropriate example of a response at this level was returned in the field test sample.

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ELEMENTARY SCHOOL CIVICS

Performance Task

Flags as National Symbols

Introduction

Flags have played an important role in the history of our country. The familiar "stars and stripes" has changed over the years. We have also had other flags at different times in our country's past that served particular purposes at particular times. You will be responsible for doing research on the history of our country's flags. Select three flags to describe. Then learn about the importance of their design and the purpose they served at that time in history.

Procedure

Over the next several weeks you will do research on the history of our country's flags and produce a booklet for the school library about these flags. Here are some questions you should consider for each flag that you choose. Use the questions to help you organize your research and your booklet.

- If there are prominent symbols on the flag, what do you think they represent?
- What could be the significance of any other symbols?
- What message did the flag's creators intend to convey?
- What is the significance of the colors used in the flag's design?
- What was happening during that particular period in history that might have inspired the flag's creation, or demanded its use?
- How might the flag have benefited or harmed the cause for which it was created?
- If the flag is no longer used, why is it no longer used?
- How will I illustrate each flag?

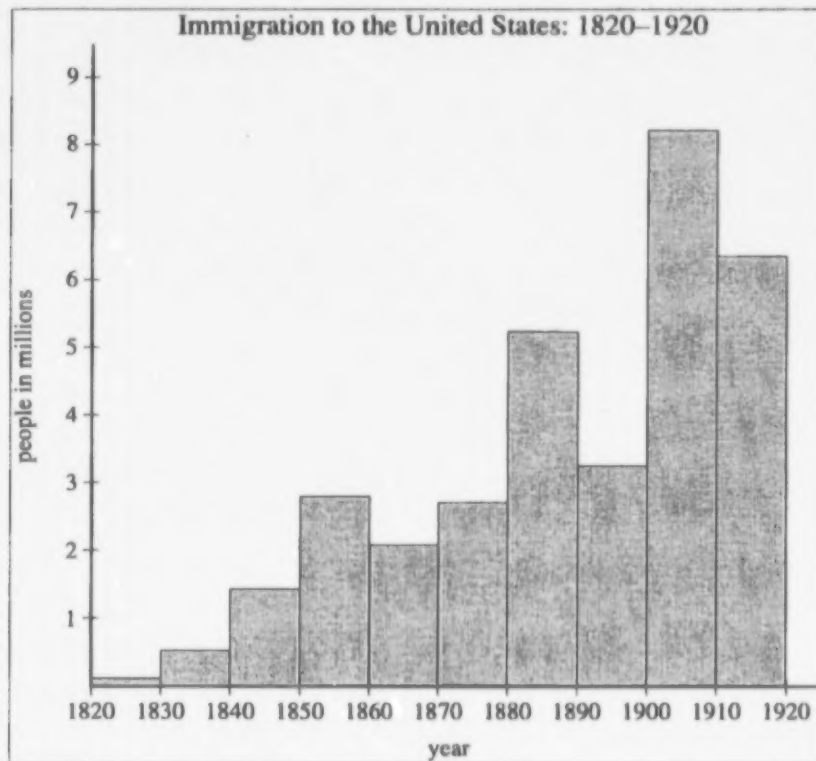
Checklist for your report

- Did you complete what you were asked to do? Recheck the assignment above.
- Is your booklet well organized? Is it logically organized?
- Is your booklet going to be interesting to your classmates? Have a peer review it.
- Did you explain your ideas in your own words? Summarize. Don't copy word-for-word.
- Did you write in complete sentences and is your writing legible? (Teacher or parent review)
- Did you illustrate your booklet well? (This should be included in the instructions.)
- Did you list your sources? Check a Writers' Guide for proper format)

MIDDLE SCHOOL HISTORY

Immigration into the United States (1820–1920)

The United States has always been a country of immigrants. In the hundred years from 1820 to 1920, immigration to the United States changed dramatically. The number of people who entered the United States increased substantially during that period, and the areas of origin changed geographically as time progressed. As different people arrived, the population of America became more diverse.



1. In the period 1840 – 1860 which countries supplied the largest numbers of immigrants into the United States?
 - A. China and Japan
 - B. Germany and Ireland
 - C. Italy and Poland
 - D. Mexico and Canada

2. A major motivation for Eastern European Jews to emigrate to the United States in the late 19th century was:
 - A. religious persecution in Russia.
 - B. the outbreak of war in Germany.
 - C. land for homesteading in Oklahoma.
 - D. crop failure in the Ottoman Empire.

3. The graph shows a sharp decline in immigration into the United States during the second decade of the 20th century. Which of the following best accounts for that decline?
 - A. The outbreak of World War I in Europe
 - B. Improved political conditions in Europe
 - C. Overcrowding in the rural Midwestern U.S.
 - D. Increased costs of transatlantic transportation

Short Answer

4. With respect to immigration, explain what is meant by the term "push factor" and the term "pull factor." Provide one example of each from the history of American immigration.

Extended Response

5. Immigrants to the United States came from different countries at different times. Most of the group referred to as the "old immigrants" came from one area of the world and most of those referred to as the "new immigrants" came from another. The numbers of "old immigrants" were far greater until 1890, and those of "new immigrants" were far greater after 1900.

Using the charts provided on this and the next page, list the country or geographical regions of origin for two groups of "old immigrants" and two groups of "new immigrants" into the United States. In the second column, describe the motivation for the migration of each group.

Old Immigrants (1840–1899)

Country or Geographical Regions of Origin	Motivation for Migration

New Immigrants (1890–1919)

Country or Geographical Regions of Origin	Motivation for Migration

MIDDLE SCHOOL HISTORY

Performance Task

Immigration Into the United States

In the last several decades, immigration into the United States has undergone major changes, comparable to those seen in the period 1820–1919.

Procedure

Over the next several weeks, you will be responsible for doing research on immigration issues. You will then produce a poster comparing immigration after World War II with that of the 19th and early 20th centuries. Where did immigrants come from in the 19th and early 20th centuries? From where did people emigrate after World War II (1945–present)? What social, political, and economic factors are responsible for these changes?

To complete your task:

1. Go to a library and conduct research on this immigration topic.
2. Identify books, periodicals, or information on the Internet that might help you gain information that you need for your poster.
3. After you have gathered your information for your poster, be sure to address the following questions:
 - What opportunities did immigrants seek in the 19th and early 20th centuries? What challenges did they face?
 - What opportunities did immigrants seek in the period since World War II? What challenges did they face?
 - What are the similarities and differences between the two periods?
 - (Show these points of the question somewhere in your poster with words and/or illustrations.)
4. Design your poster to communicate clearly to others your comparison of the two immigration eras.
5. Produce your poster, making it not only informative but also attractive and interesting to people who will see it (other students, your parents, and other members of the community).
6. On the back of your poster cite your sources and include a bibliography.
7. Be prepared to answer questions about your poster, and be prepared to explain how you did your research.

Form: 274

Descriptor: Immigration into the United States (1820-1920)

Items 1, 2, 3 (multiple-choice questions)

KEY

1. B
2. A
3. A

Item: 4

SCORING CRITERIA

Scores are based on the student's ability to:

- Explain the meaning of "push" and "pull" factors relative to immigration.
- Provide one example of each from the history of American immigration.

A proficient response will demonstrate an understanding of the concepts of "push" (migration as a result of factors present in the homeland) and "pull" (migration as a result of certain attractions, i.e., jobs, land, freedom, present in the recipient nation) factors, and will provide one example of each phenomenon as it is reflected in the history of U.S. immigration.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1 A response at this level demonstrates minimal understanding of the concepts of push and pull factors and their relationship to the history of U.S. immigration. The response is largely incomplete or inaccurate (three or more errors). The explanation of the concepts and the examples provided are inaccurate, and may be anachronistic. The response is insufficient to demonstrate understanding.
- 2 A response at this level demonstrates partial understanding of the concepts of push and pull factors and their relationship to the history of U.S. immigration. The response is partially accurate but incomplete. The explanation is somewhat unclear and inadequately developed. At least two accurate examples will be provided. The response demonstrates partial understanding.
- 3 A response at this level demonstrates an understanding of the concepts of push and pull factors and their relationship to the history of U.S. immigration. The explanation is clear and generally complete and accurate, although minor misconceptions or errors may be present. The examples provided are accurate. The response is sufficient to demonstrate understanding.

LEVEL 1

No appropriate example of a response at this level was returned in the field test sample.

LEVEL 2

This response demonstrates partial understanding by identifying one "push" factor of the Irish and one "pull" factor of the U.S. However, the answer leaves to inference the definition of "push" and "pull" factors.

The push factor for Irish was famine, and pull to the US to them was all the farming land.

LEVEL 3

A push factor is a factor that makes someone want to leave their country. For example, potato famine in Ireland. A pull factor is a factor that draws someone to come. For example, religious freedom in the U.S.

The student clearly defines "push" and "pull" factors and provides an accurate example of each. The response demonstrates understanding of the subject.

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Form: 274 Descriptor: Immigration into the United States (1820-1920)
Item: 5

SCORING CRITERIA

Scores are based on the student's ability to:

- Identify the country or region of geographic origin of two groups of "old" immigrants.
- Identify the country or region of geographic origin of two groups of "new" immigrants.
- Briefly describe the motivation for migration of each of the four groups used as examples.

A proficient response will complete the charts provided, distinguishing "old" (early) from "new" (later) immigrants, providing two examples of each, and briefly describing the motivation for migration of each of the four groups used as examples. While not an exhaustive list, following are examples of probable responses:

"Old" immigrants included groups from Western and Northern European countries such as:

- Ireland
- England
- Wales
- Scotland
- Germany
- Sweden
- Norway

Motivations underlying immigration of the "old" immigrants included factors such as:

- Overcrowding and unsanitary conditions in the cities
- Increase in the size of cities
- Increase in sweatshop labor
- Rise of reform movements (labor, child labor, wages)
- Increase in cultural diversity
- Rise of public education
- Increase in voluntary organizations as influences that helped unify American society
- Opportunity for land ownership in America

"New" immigrants included groups from Southern and Eastern European countries, as well as some regions of Asia, such as:

- Italy
- Greece
- Russia
- Poland
- Austro-Hungary (Czechoslovakia)
- China
- India

Motivations underlying immigration of the "new" immigrants included factors such as:

- Overpopulation and hunger
- Political unrest
- Governmental persecution
- Lack of work
- Opportunity for work in the U.S.
- Availability of land in the U.S.
- Recruitment by U.S. industries
- Drought, disaster

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1 A response at this level demonstrates minimal understanding of the distinction between old and new immigrants during the period 1820-1920, or the motivations underlying their migrations. The response is largely inaccurate or incomplete (four or more incorrect cells).
- 2 A response at this level demonstrates partial understanding of the distinction between old and new immigrants during the period 1820-1920, and the motivations underlying their migrations. The response is partially inaccurate (two or three incorrect cells).
- 3 A response at this level demonstrates an adequate understanding of the distinction between old and new immigrants during the period 1820-1920, and the motivations underlying their migrations. The response is generally accurate, although minor errors may be present (one or two incorrect cells).
- 4 A response at this level demonstrates a superior understanding of the distinction between old and new immigrants during the period 1820-1920, and the motivations underlying their migrations. The response is complete and accurate (no errors).

LEVEL 1

Old Immigrants (1840-1899)

Country or Geographical Regions of Origin	Motivation for Migration
Russia Ireland	religious persecution potato famine
Germany Italy	Holocaust streets with gold

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New Immigrants (1890-1919)

Country or Geographical Regions of Origin	Motivation for Migration
Africa	better life

This response demonstrates minimal understanding. The student obfuscates the distinction between old and new immigrants, and although some motives are accurate, the ideas are exceedingly vague. The response contains serious flaws.

LEVEL 2

Old Immigrants (1840-1899)

Country or Geographical Regions of Origin	Motivation for Migration
Ireland	potato famine
~~England~~ England	They were poor and they wanted a better life, also to flee from religious persecution

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New Immigrants (1890-1919)

Country or Geographical Regions of Origin	Motivation for Migration
~~Italy~~ Italy	They wanted to have a better life
poland	poland was poor and people wanted to escape poverty

This response demonstrates partial understanding. The distinction between old and new immigrants is clear and accurate; however, the motivations are somewhat vague and/or inaccurate. The response reveals partial understanding.

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LEVEL 3

Old Immigrants (1840-1899)

Country or Geographical Regions of Origin	Motivation for Migration
• Ireland • Farm land & rolling hills 	• Potato Famine • <u>1846</u> - something • Lotta people starved so to have a better life they came to America 
• England • Foggy Flat for the most part	• government • <u>religious persecution</u>

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New Immigrants (1890-1919)

Country or Geographical Regions of Origin	Motivation for Migration
* Russia * cold in the northern part of Asia * above China	* Czar Nicholas the II was being rebelled against * poverty * religious persecution
* Italy * comfortable climate * boot shaped country	* poverty / living conditions * war, World I * Basked for a better way to live instead of all people or more in a house.

This response demonstrates an adequate understanding. The examples are detailed and accurate, and the distinction between old and new immigrants is clear. The motivations associated with each group are generally accurate, although minor errors are present ("religious persecution"). This is a "high" 3.

LEVEL 4

No appropriate example of a response at this level was returned in the field test sample.

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HIGH SCHOOL ECONOMICS

Investment and the Stock Market



The text that Sara is reading is from *Economics Explained*. ©1998 by Robert Heilbroner and Lester Thurow.

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1. What is the relationship between the risk of financial investment and the rate of return?
 - A. An investor cannot make money on high-risk investments.
 - B. High-risk investments usually pay a smaller rate of return than do low-risk investments.
 - C. Risk has nothing to do with the rate of return that is earned on an investment.
 - D. Riskier investments often pay a higher rate of return than do low-risk investments.

2. What was characteristic of the economic boom of the 1920s?
 - A. Rising stock prices and a high rate of employment
 - B. Rising stock prices and a high unemployment rate
 - C. Declining stock prices and a high rate of employment
 - D. Declining stock prices and a high unemployment rate

3. Why were buyers in the 1920s willing to pay very high prices for stocks?
 - A. They chose to buy stocks that were in low demand.
 - B. They were expecting to sell the stock at a higher price.
 - C. They chose to invest their money in a sure thing.
 - D. They knew that stocks have a fixed rate of return.

Short Answer

4. During the 1930s, the economic relationship between United States citizens and the national government changed. List and explain two ways.

Extended Response

5. Explain the relationships among production, investment in capital goods, and employment during an economic depression.

1. Form: 329 Descriptor: Investment and the Stock Market**Items 1, 2, 3 (multiple-choice questions)****KEY**

1. D
2. A
3. B

Item: 4**SCORING CRITERIA**

Scores are based on the student's ability to:

- List and explain two ways that the economic relationship between the United States government and its citizens changed during the Depression.

A proficient response will demonstrate an understanding of how the economic relationship between the United States government and its citizens changed during the Depression. The student will list and explain *two* ways the relationship changed. For example:

- There was a lack of employment opportunities in the private sector, so people looked to government to provide work.
- There were shortages of every kind, and many people did not have much of anything. Government provided some relief in the form of commodities and other food aid.

Score Level Descriptions

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of how the economic relationship between the U.S. citizens and the national government changed during the 1930s. The response is largely inaccurate or incomplete. The explanation is exceedingly vague and/or inaccurate. Logic or reasoning, if in evidence, is exceedingly simplistic and/or seriously flawed. The response demonstrates minimal understanding.
- 2** A response at this level demonstrates partial understanding of how the economic relationship between the U.S. citizens and the national government changed during the 1930s. The response is partially accurate but incomplete. The explanation is somewhat unclear and inadequately developed. Some evidence of logic or reasoning may be present, but it is incomplete and partially flawed. The response demonstrates partial understanding.
- 3** A response at this level demonstrates an understanding of how the economic relationship between the U.S. citizens and the national government changed during the 1930s. The response is generally complete and accurate, although minor errors may be present. The explanation is clear and generally complete and accurate. The response exhibits valid logic and reasoning. The response is sufficient to demonstrate understanding.

LEVEL 1

The way the relationship changed between the U.S. citizens and the national government was that the United States went in depression so that meant businesses went down. U.S. citizens lost their jobs so the relationship went bad because the U.S. had no money and the national government did. Also, about nine million saving accounts went down in the U.S. and the national government did nothing to help the U.S. citizens out. That is how the relationship went bad.

This response demonstrates minimal understanding of how the economic relationship between the U.S. citizens and the national government changed during the 1930s. The response is largely inaccurate and incomplete.

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LEVEL 2

Two ways in which the relationship between U.S. citizens and the national government changed in the 1930s the government became more involved in peoples lives. The government provided people with food and new work programs were made to try and reduce unemployment. Also people became cautious about the governments involvement in their lives.

This response demonstrates partial understanding of how the economic relationship between the U.S. citizens and the national government changed during the 1930s. The lack of development of ideas keeps this response at the "2" level. The student writes, "...The government provided people with food and new work programs were made to try and reduce unemployment. Also people became cautious about the government involvement in their lives." The response is partially accurate but incomplete.

LEVEL 3

No appropriate example of a response at this level was returned in the field test sample.

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Form: 329 Descriptor: Investment and the Stock Market
Item: 5

SCORING CRITERIA

Scores are based on the student's ability to:

- Explain the relationships among production, investment in capital goods, and employment during an economic depression.

A proficient response will demonstrate an understanding of the relationships among production, investment in capital goods, and employment during an economic depression. For example:

- The potential output of an economy is determined by the economy's productive capacity, which depends upon the inputs available (capital, labor, land, etc.) and the economy's technological efficiency.
- Potential gross domestic product tends to grow slowly and steadily because inputs, like labor and capital and the level of technology, change quite slowly over time.
- Actual gross domestic product is subject to large business cycle swings if spending patterns change sharply. Economic policies like monetary and fiscal policy can affect output quickly, but the impact of policies on potential output trends operate slowly over a number of years.
- When the gap between actual output and potential output is large, this is what is called a depression. In other words, production will be low in a depression era, which in turn will lead to unemployment and a downturn in investment in capital goods.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of the relationship between production, investment in capital goods, and employment during a depression. The response is largely inaccurate or incomplete. The explanation, if provided, is exceedingly vague or inaccurate. Logic and reasoning are very simplistic and/or seriously flawed. The response demonstrates minimal understanding.
- 2** A response at this level demonstrates partial understanding of the relationship between production, investment in capital goods, and employment during a depression. The response is partially accurate, but the explanation is inadequately developed or incomplete. Evidence of rudimentary logic is present, but it contains flaws. The response demonstrates partial understanding.
- 3** A response at this level demonstrates an adequate understanding of the relationship between production, investment in capital goods, and employment during a depression. The explanation is generally complete and accurate, although minor errors may be present. The logic and reasoning employed are justified, but may contain minor flaws. The response is sufficient to demonstrate understanding.
- 4** A response at this level demonstrates a superior understanding of the relationship between production, investment in capital goods, and employment during a depression. The explanation is detailed, thorough, and accurate. The logic and reasoning used are sophisticated. The response demonstrates superior understanding.

During the Great Depression there was overproduction. Everything was the investment goods because the major stockholders went out of business and so did banks. So for all the employment went down because of the banks. Now the government is not successful in your bank closes down.

This response demonstrates minimal understanding of the relationships between production, investment in capital goods, and employment during a depression. Although not completely inaccurate, the response is largely incomplete, and the facts that are included are exceedingly vague and incoherent.

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LEVEL 2

Production, investment in capital goods all affected each other in the depression. Due to a lack of money production decreased. Companies started to produce less. Many farmers were caught pouring milk into the streets b/c all of the milk was ^{not} selling.

Investment in capital goods decreased also. People had less money. They had problems paying the rent and putting food on the table. So they had even less money even in money to put towards investment.

Unemployment took a high rise. Due to less money, people could not afford to have a lot of workers. So many companies started to fire a lot of their workers.

The way they affect each other is the all decrease by the fact of little money. People had to cut back in workers so this caused a decrease in production. If there are less workers to make the

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This response exhibits rudimentary logic and reveals an incomplete understanding of the relationships between production investment in capital goods and employment in the 1930s. The explanations are quite vague, for example, "with no production, which means low employment this caused a low investment in capital goods." The response demonstrates partial understanding of the topic.

LEVEL 3

During the depression of the 1930s many things changes. Among them are production, investments, and employment.

The first topic of discussion will be production. Production was cut in half during the depression, which affected the employment.

Because production was cut in half the unemployment rate went up dramatically. Without product there are no jobs. Without jobs there is no money. And without money you cannot do certain things such as invest.

Investment in capital goods was also effected. The stocks weren't really worth anything, so there was no desire to invest. And investments are how the government makes some of its money.

As you and I can clearly see all three of these items are connected. If one is affect, the other items will also be effected. which is why the conditions were so horrendous during the Great Depression.

This response demonstrates an understanding of the causes and effects of a poor Depression-era economy. Although the essay is not without minor errors, the student's ability to reason how minimal production led to weak investments reveals valid logic and reasoning. The student does not elaborate in great detail, but does give enough accurate information to demonstrate understanding.

LEVEL 4

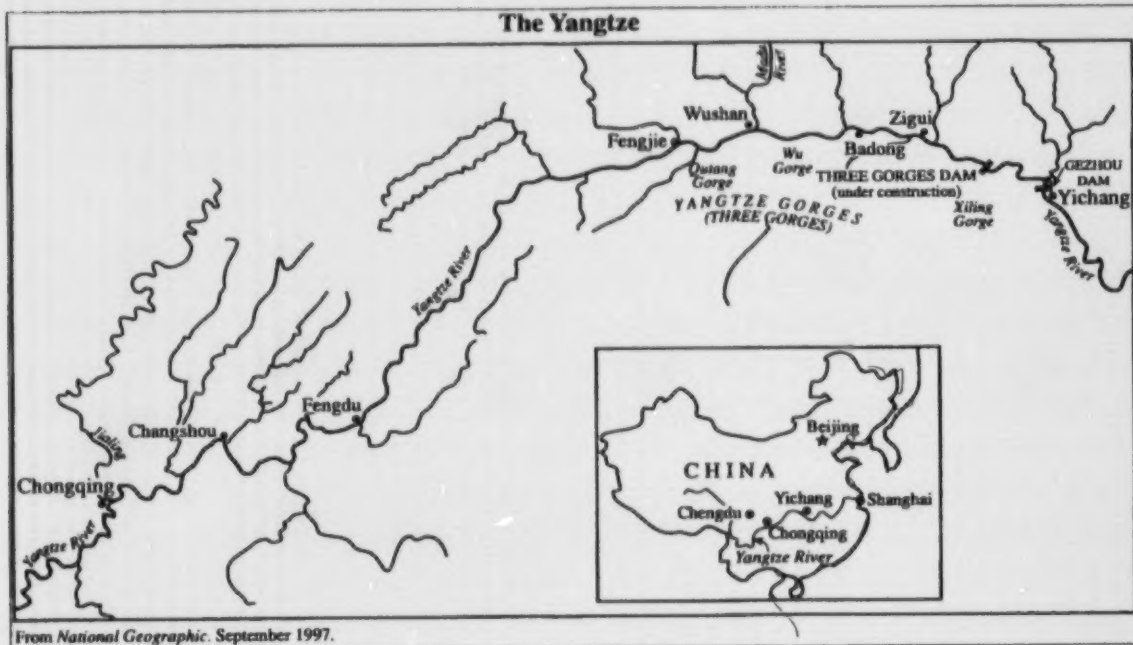
No appropriate example of a response at this level was returned in the field test sample.

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HIGH SCHOOL GEOGRAPHY

Damming the Yangtze

Human beings use technology to change the physical environment, and technology can affect the physical environment. The Three Gorges Project in China is a specific example of people changing their environment to meet some of their needs.



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1. In the summer of 1998, areas along the Yangtze River received heavy rain and experienced severe flooding. Which of the following examples of human activity along a river would contribute most to severe flooding?
 - A. The creation of water treatment facilities
 - B. The construction of urban areas
 - C. The protection of wetlands
 - D. The melting of glacier ice

2. Although most effects of the dam in the future are unpredictable, which of the following is certain?
 - A. There will be less commercial fishing.
 - B. Agriculture will improve.
 - C. People will need to relocate.
 - D. The value of Chinese currency will go up.

3. Which of the following consequences of building the dam would result in a loss to all of human culture?
 - A. Flooding of Chinese historical sites
 - B. Flooding of Chinese rice farms
 - C. Destruction of Chinese villages
 - D. Ending of Chinese commercial fishing

Short Answer

4. Excluding dams, list two man-made structures that have reshaped the physical environment of a place. Describe how the two structures reshaped the physical environment and describe one positive and one negative consequence of each structure.

Extended Response

5. Heated debate over the Three Gorges Project has gone on for years. Many people have been involved in discussions, debates, and policy-making about the damming of the Yangtze, and their reasons for supporting or rejecting the plan vary significantly. Write an essay in which you identify at least one group on each side of the issue and present four arguments: two in support of and two against damming the river.

Suggested Alternative to # 5.

Questions from CSSAP may be modified to extend their focus to global, national, or local issues. The alternative suggests how that may be accomplished. Note that once an item is modified, new content criteria for scoring are necessary.

5. The Three Gorges Dam has caused heated debate regarding both its positive and negative consequences for the environment and the population of China. Many people become involved in debates and discussions of the public policies that lead to projects such as dams, highways, land uses and public transportation. Reasons that groups present for supporting or opposing projects vary greatly. Your task is to clearly identify a public policy issue that has a group of proponents and opponents taking sides on a project. You are then to present four arguments (two in support and two against the project). The public policy project that you select may be the Yangtze Three Gorges Dam, or it may be a national, state or local issue that is of importance to the public.

THE SCORING GUIDE

Opponents may cite:

Environmental consequences
Negative impact on people in the vicinity/region

Proponents may cite:

Improved environment
Reduction of natural disasters
Economic benefits
Advantages of convenience
Cultural landscape provision for recreation, relaxation, dining

Form: 444 Descriptor: Damming the Yangtze**Items 1, 2, 3 (multiple-choice questions)****KEY**

1. B
2. C
3. A

Item: 4**SCORING CRITERIA**

Scores are based on the student's ability to:

- Identify two man-made structures excluding dams that have reshaped the physical environment of a place.
- Describe one positive and one negative consequence of the creation of each structure identified.

A proficient response will demonstrate an understanding of how humans have shaped the physical environment, and the consequences of that action. The student will identify two structures (other than dams) that have reshaped the physical environment. For each, the student will describe one positive and one negative consequence. Following are structures most students will likely identify:

- Railroads
- Airports
- Factories
- Roads
- Bridges
- Buildings or cities

The response will describe a positive and negative consequence of each structure, i.e. positive (efficient transportation, water source, employment, recreation, etc.), and negative (effect on wildlife, changes in drainage areas, air pollution, water pollution, congestion, overcrowding).

Other logical answers should be accepted.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of how humans have shaped the physical environment, and the consequences of that action. The response is largely inaccurate or incomplete. The examples and descriptions of the consequences are exceedingly vague and/or inaccurate. Logic or reasoning, if in evidence, is exceedingly simplistic and/or seriously flawed. The response demonstrates minimal understanding.
- 2** A response at this level demonstrates partial understanding of how humans have shaped the physical environment, and the consequences of that action. The response is partially accurate but incomplete. The examples and descriptions of the consequences are somewhat unclear and inadequately developed. Some evidence of logic or reasoning may be present, but it is incomplete and partially flawed. The response demonstrates partial understanding.

- 3 A response at this level demonstrates an understanding of how humans have shaped the physical environment, and the consequences of that action. The response is generally complete and accurate, although minor errors may be present. The examples and descriptions of the consequences are clear and generally complete and accurate. The response exhibits valid logic and reasoning. The response is sufficient to demonstrate understanding.

LEVEL 1

Two things that have reshaped the physical environment of a place are water uses (dams etc.) and creating gorges. These will keep the town from flooding and it will have a high demand of workers and \$

This response demonstrates minimal understanding of how humans have shaped the physical environment, and the consequences of that action. The two examples are unexplained. The first example, "water uses," does not meet the criteria of "reshaping the physical environment." The consequences described are incomplete and exceedingly vague. The logic underlying both the positive and negative consequence is simplistic.

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LEVEL 2

ONE MAN-MADE STRUCTURE IS A BRIDGE. BRIDGES HAS MADE IT POSSIBLE TO CROSS OVER WATER. THERE ARE MANY POSITIVE CONSEQUENCES BUT THERE ALSO BAD, LIKE IF IT IS VERY WINDY OUT BIG BRIDGES LIKE THE MAC KAY^{SP} UP NORTH WILL ROCK AND YOU CAN COULD FALL OVER AND YOU COULD DROWN.

ANOTHER MAN-MADE STRUCTURE IS CANALS^{SP}. CANALS^{SP} MADE IT POSSIBLE TO CUT THROUGH TWO CONTINENT COUNTRIES LIKE NORTH AMERICA AND SOUTH AMERICA. LIKE ALL MAN MADE STRUCTURES CANALS^{SP} ALSO HAS ITS FAULTS, LIKE YOU COULD GET STUCK OR SINK WHILE CROSSING, IT COULD TIP OVER AND YOU COULD DROWN, AND MANY MORE.

This response demonstrates partial understanding of how humans have reshaped their physical environment. The two examples required are described briefly but accurately. The consequences of the structures, however, are ones that affect *people*. The student fails to explain the impact, both positive and negative, of the structures on the physical environment. The response reveals partial understanding.

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LEVEL 3

The building of sewer systems helps the physical environment because it drains out waste and water from the roads and cities. Towns would be flooding all the time if it weren't for sewers. On the negative side, sewer systems are dirty and messy and the smell is sometimes recognizable when you are near them. Man-made lakes reshape the physical environment as well. They make for good recreation spots and help keep the streets from flooding. It can however be a bad thing if people dump chemicals that harm the environment into the lakes.

This response demonstrates an adequate understanding of the topic. The examples chosen are appropriate points illustrating the reshaping of the environment and the consequences are accurate descriptions of positive and negative effects. The development of the examples is rather brief, but is sufficient to demonstrate an understanding of how humans have reshaped the physical environment and its implications.

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Form: 444 Descriptor: Damming the Yangtze
Item: 5

SCORING CRITERIA

Scores are based on the student's ability to:

- Identify a group in support of the Three Gorges Project, and provide two reasons they support it.
- Identify a group against the Three Gorges Project, and provide two reasons they are against it.

A proficient response will demonstrate an understanding of the positive and negative consequences of the Three Gorges Dam Project. The student will identify a group in support of the Three Gorges Project and provide two reasons they support it. Conversely, the student will identify a group against the Three Gorges Project and provide two reasons they are against it.

Support

Possible reasons in support of the dam include controlling flooding, creating an environmentally sound power source, and promoting industrial and job development. Groups that may use these claims might be general contractors, unemployed people, flood victims or any other group who may obviously benefit from an improvement in the areas listed above.

Oppose

Those opposed to the project may cite damage to fishing areas, relocation of citizens, damage to or loss of archeological sites or other cultural sites, cost of construction, and danger to the environment as reasons against the building of the dam. Environmentalists, historians and archeologists, fishermen, farmers and other private citizens living along the river would likely be against the building of the dam. A proficient answer will explain what types of people would use these arguments.

SCORE LEVEL DESCRIPTIONS

NS Not Scorable (blank, off-topic, hostile, etc.)

- 1** A response at this level demonstrates minimal understanding of the positive and negative consequences of the Three Gorges Dam Project. The response is largely inaccurate or incomplete. The examples of groups for and against the project, and the explanation of their reasons, if provided, are exceedingly vague or inaccurate. Logic and reasoning are very simplistic and/or seriously flawed. The response demonstrates minimal understanding.
- 2** A response at this level demonstrates partial understanding of the positive and negative consequences of the Three Gorges Dam Project. The response is partially accurate. The examples of groups for and against the project, and the explanation of their reasons, are inadequately developed or incomplete. Evidence of rudimentary logic is present, but it contains flaws. The response demonstrates partial understanding.
- 3** A response at this level demonstrates an adequate understanding of the positive and negative consequences of the Three Gorges Dam Project. The examples of groups for and against the project, and the explanation of their reasons, are generally complete and accurate, although minor errors may be present. The logic and reasoning employed are justified, but may contain minor flaws. The response is sufficient to demonstrate understanding.
- 4** A response at this level demonstrates a superior understanding of the positive and negative consequences of the Three Gorges Dam Project. The examples of groups for and against the project, and the explanation of their reasons, are detailed, thorough, and accurate. The logic and reasoning used are sophisticated. The response demonstrates superior understanding.

LEVEL 1

I think that Yonkers
 should not ~~be~~
 be dammed because
 it is one of our
 oldest one most valuable
 rivers to our world.
 if we dam it we
 could lose a lot of
 water flow and
 floods will come
 and we will
 suffer greatly from
 it so, I think
 we should leave it
 as it is because
 God created it and we
 should keep it that
 way.

This response demonstrates minimal understanding of the positive and negative consequences of the Three Gorges Dam Project. The student focuses on personal concerns about the Three Gorges Dam Project and fails to identify two groups supporting it and two groups in opposition. The explanation provided for reasons against the project are exceedingly vague.

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LEVEL 2

I can see why people would be on the side that wants the dam because it's a good idea plus it has benefits. I also agree with people that are against building the dam. I can cause too many problems, force people to move and it will change their daily life.

I support damming the river because it will stop flooding. We also can use the dam as a power source. I also can see why not to dam the river because it will cost a lot of money to build. When it's built it will change the way people do things. Some floods help farmers. The river's water level will drop. I can fight for both sides of the issue.

This response demonstrates partial understanding of the positive and negative consequences of the Three Gorges Dam Project. Although the student fails to clearly identify two specific groups supporting the project and two in opposition, two negative and one positive consequence are described. The description of the dam's impact is vague and contains minor flaws. The response reveals partial understanding.

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LEVEL 3

IF I WAS ON THE SIDE SUPPORTING FOR THE THREE CORRES PROJECT. I WOULD SAY THAT THE BENEFITS OF POWER CREATED BY THE DAM ARE ENORMOUS YOU COULD POWER A WHOLE STATE WITH OUT. I WOULD ALSO STATE THE LARGE AMOUNTS OF JOBS THAT IT WOULD PROVIDE TO BUILD AND RUN THE DAM.

IF I WAS AGAINST THE THREE CORRES PROJECT I WOULD STATE THAT YOU WOULD BE RUINING FARM LAND ON BOTH SIDES. ON ONE SIDE THE WATER WOULD BE TOO HIGH ON THE OTHER IT WOULD BE TOO LOW. AND THE WHOLE ECOSYSTEM OF THE RIVER WOULD BE CHANGED DRAMATICALLY. FOR THE WORSE. AND THE RISK OF FLOODING OR DRAIN WHILE BUILDING IT.

This response demonstrates a superior understanding of the topic. Although the student does not specifically identify two groups for and against the project, there is evidence that the arguments fall into "pro-business" and "pro-farming" environmental positions, which is evidence of a well-developed logical approach. The four arguments are generally complete and accurate, revealing a sufficient understanding.

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LEVEL 4

For - This project brings people more jobs, more money and get another astonishment to China. This marks a new beginning for the next generation of China and other countries the dam will affect. This also opens the eyes of major companies around the world. This is good for China's economy and trading industry. It's also a good efficient way to get power for lights, and other electricity needs. This will make more reliable cities for China. It will also bring tourists & sight-seers (and money) from all over the world to marvel at another unique, massive engineered creation of China.

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Against- Although it will bring money
 once it is finished, the cost of
 moving people from urban cities along
 the river, as well as the machinery,
 people and equipment. Also the
 expense of locating them to the site.
 This is also the loss of many
 historical and treasured places and
 landmarks that will be forever
 lost under the water. This may
 also cause shipping problems
 (longer time) as well as fishing
 and rice crop losses. It will
 also end up with over crowded
 cities in the gorges (like Tokyo & New York)
 which most will find uncomfortable.
 (people who already live there). This
 will also will hugely effect
 the environment and all habitats
 that live there. Both human &
 animal.

This response demonstrates a superior understanding of the topic. It provides more than the four consequences that the question requires. Detailed, logical explanations are provided for why the positive and negative consequences would have significant impact. The response demonstrates superior understanding.

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Designing Social Studies Assessment Materials

1. Developing Plans for an Assessment

What general considerations need to be kept in mind when developing an assessment?

- **Alignment:** The items should be directly aligned with content standards.
- **Appropriateness:** The items need to be appropriate for the audience for whom they are developed considering age, grade level, and previous learning.
- **Significance:** The topics and items should address knowledge and skills that are valued.
- **Clarity:** The expectations, directions, and criteria should be clear and likely to be understood by students.
- **Authenticity:** Items should, where possible, connect to real-life issues and to life roles with which students can identify.
- **Interest:** The items should engage students in important topics and thoughtful activities.
- **Accuracy:** The content in items, scoring keys, and scoring guides must be accurate.
- **Objectivity:** The items should lend themselves to objective scoring.
 1. Scoring guides for constructed-response items should be reliable (i.e. two scorers should be able to come up with identical scores for the same student responses).
 2. For items that call on students to take positions on public policy issues, scoring should be based on reasoning, not student positions or opinions. However, the facts that students use to support their positions should be accurate.
- **Fair Portrayals:** The items should portray people and groups of people fairly, avoiding inappropriate stereotypes and biases unless the items are assessing student recognition of stereotypes and biases.
- **Validity:** The test must measure what it is intended to measure and should be appropriate for assisting those who will use its results to make some specific decision or set of decisions.

What is an effective over-all plan for developing an assessment? Following is an approach that may be adapted to local circumstances:

•**First, describe the context.**

- a) What is this assessment's purpose?
 - Will it serve a formative-testing purpose?
 - For example, is its main purpose to diagnose how well students are learning content and skills a teacher is currently teaching so that the teacher can make corrections in lesson plans and work towards increased student achievement in a unit or course?
 - a) Will it serve a summative-testing purpose?
 - For example, is its main purpose to ascertain how well students have learned the content of a unit or course after they have completed their study of the unit or course? Will the assessment results be used to assign final grades or to assess the way a unit has enabled students to learn the respective content?

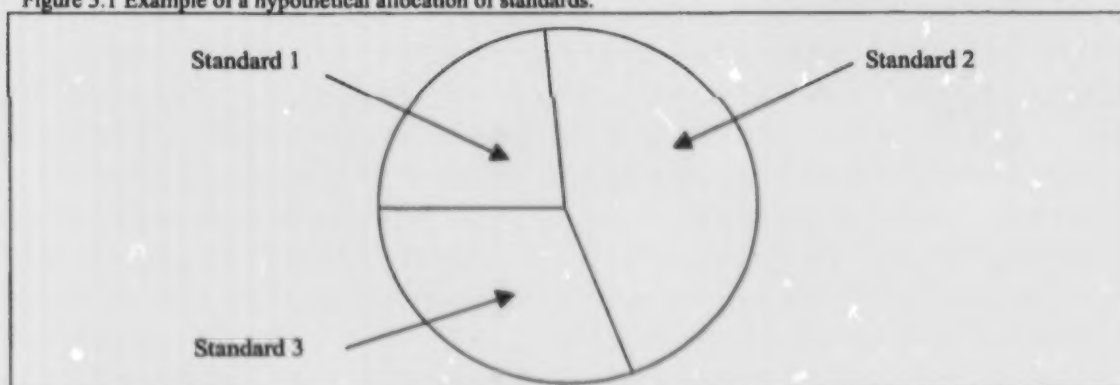
- b) What content (knowledge and skills) needs to be assessed?
 - 1. Why is the specific content important?
 - 2. Have students had the opportunity to learn the specific content?
- c) What characteristics of the students need to be considered?
 - 1. Do the students have strong communication skills appropriate for the assessment (reading and writing and perhaps listening and speaking)?
 - 2. Have the students had experience with the types of items to be used in this assessment (multiple-choice, short constructed-response, extended constructed-response, projects, presentations, etc.)?
 - 3. Do the students have areas of special sensitivity? That is, does certain subject matter evoke strong emotional reactions in them?
 - 4. Do the students react well to the type of assessment under consideration? Do they like the challenge of this type of assessment?
 - 5. Do the students have strong collaborative skills, if collaboration is an important element in the assessment?
- d) How much time will be allocated for this assessment?
 - 1. Will it be a short quiz?
 - 2. Will it be a major exam that will require one or more class periods?
 - 3. Will it be a performance task that will require several weeks?
- e) Under what conditions will the assessment be carried out?
 - 1. As a standardized test?
 - 2. As a proctored test?
 - 3. As an assessment given under honor-system conditions?
 - 4. As an independently drafted out-of-class project?
 - 5. As a team-drafted (collaborative) out-of-class project?
- f) How will the results of the test be used?
 - 1. To provide the teacher with objective data primarily for the purpose of helping students succeed in their learning.
 - 2. To provide students with information to help them gain insight into how well they are succeeding in their studies.
 - 3. To provide parents, administrators, and/or community members with information about the strengths and weaknesses of students relative to content proficiency in civics, economics, geography, and/or history.
 - 4. To provide for high-stakes accountability for individuals, classes, school buildings, and school districts.
 - 5. To modify instructional strategies.

•Second, determine what content and skills the specific assessment will measure.

- 1. Objectives directly related to the content students have been taught?
- 2. Objectives related to state or national standards? If so, which ones?

•Third, determine what proportion (or percent) of items and score points will be allocated to each standard and/or objective.

Figure 5.1 Example of a hypothetical allocation of standards.



•Fourth, determine what level(s) of cognition are needed to address the specific standards and objectives.

1. Knowledge
2. Comprehension
3. Higher Levels (Application, Analysis, Synthesis, Evaluation)

•Fifth, determine what types of items will be used to measure student learning in the specific assessment.

Table 5.1 Advantages and Disadvantages of Various Types of Assessment Items

FACTOR UNDER CONSIDERATION WHEN PLANNING A TEST	MULTIPLE CHOICE	SHORT-ANSWER	EXTENDED-RESPONSE	PERFORMANCE TASK
Teacher's ability to score test rapidly in order to return tests quickly to students.	+	✓	✓	✓
Teacher's ability to assess many objectives in a single test.	+	✓	Perhaps	Perhaps
Teacher's being able to score items in a consistent, reliable manner.	+	With scoring guide	With scoring guide	With scoring guide
Need to measure students' knowledge of a broad field of studies efficiently.	+	+	✓	Perhaps
Need to measure students' knowledge of certain specific facts efficiently.	+	✓	✓	✓
Need to measure students' ability to organize, integrate, and synthesize content, to solve problems.	✓	✓	+	+
Need to measure students' ability to communicate ideas in creative ways.	✓	Perhaps	+	+

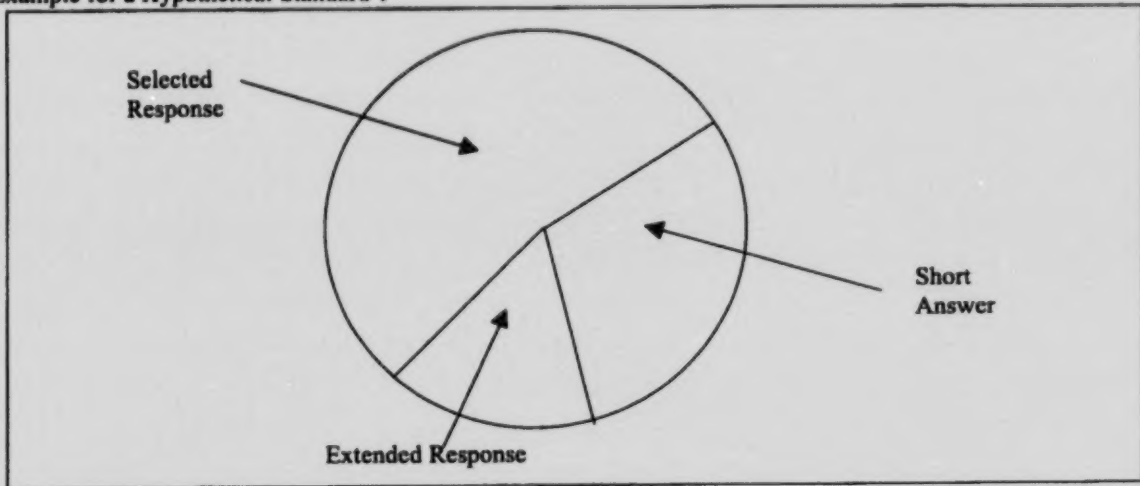
KEY

⊕ Often a strength of this type of assessment item

✓ Not a strength of this type of assessment item

Sixth, for each standard and/or objective, what proportion of the various item formats should be used?

Figure 5.2. Example of a Hypothetical Allocation of Assessment Items for a Test
Example for a Hypothetical Standard 1



In other words, what is the proportion of items that should be allocated to each of the following item types?

- Multiple-choice
- Short-answer
- Extended-response
- Performance task

•Seventh, consider whether the assessment lends itself to the CSSAP model of having items organized by modules, where each module begins with one or more stimuli, to be followed by multiple-choice and constructed-response items.

- Practical suggestions for developing modules and performance tasks begins on page 120.

WORKSHOP SUGGESTIONS FOR SECTION V, PART I

Designing Your Own Assessments (Developing Plans for Assessments)

DESCRIPTION OF WORKSHOP

Workshops in Section V focus on the design and development of classroom-based assessments. This part of the section is focused on developing plans for assessments.

WORKSHOP OBJECTIVES:

At the conclusion of the workshop the participants will:

- a. Understand, adapt, and use principles that are essential to the design and development of an assessment.
- b. Determine which types of items are the most appropriate for assessing different types of content and processes of thinking.

WORKSHOP STRATEGIES

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the CSSAP project (see Option 2 for a workshop pertaining to the Introduction).

Step 1: Distribute Section V of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use those portions of the Section V text and selected Section V overhead transparencies that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the **Professional Development Manual**.

- a. Ask participants to reflect on the experiences they have had developing assessments and categorize assessments they have developed into the types that are represented by CSSAP. On a Big Tablet, chalkboard, or overhead transparency, classify how many have developed selected-response items, constructed-response items, performance tasks, and portfolios.
- b. Organize an assessment development workshop pertaining to the topic of "Developing Plans for Assessment" using content from Part 1 of Section V of the **Professional Development Manual**.
- The workshop facilitator may give participants a topic for a unit test (e.g., the Constitution, Westward Expansion, using desk atlases to learn about regions, or any other topics teachers teach and for which they have a strong knowledge base).
- Once the participants know the topic of the assessment they may work through the overall plan for an assessment using the following steps:
 1. What is the context of the assessment?
 2. What content and skills (standards) will the assessment measure?
 3. What proportion of items and score points should be allocated to each standard or objective?
 4. What levels of cognition are needed to address the specific standards and objectives?
 5. What types of items are needed to measure student learning in the specific assessment?
 6. What proportion of the various item formats (i.e., selected-response, constructed-response, etc.) should be used in the test?
 7. What are some ideas with regard to assessment modules, which might be used for the test?

MATERIALS

- a. **Section V of the CSSAP Professional Development Manual**
 - Overhead transparencies and/or PowerPoint slide transparencies from Section V in the Appendix and an overhead projector or the CSSAP Professional Development Compact Disk (CD), a laptop computer, and computer projector
 - Textbooks and other reference books related to the unit topic, either provided or brought by the teachers
- b. State and/or local social studies standards

2. Developing Items for an Assessment Module

A. Obtaining Good Stimulus Materials

- **What purpose(s) do stimulus materials serve in assessments?**
 - They provide a context for the items and relate to the content standard(s) being assessed. The stimulus materials set the context for the content focus of the items.
 - They engage students. The stimulus materials should be interesting to the students.
 - They provide information students need to answer questions *in conjunction with their prior knowledge and application of their social studies skills.*

What forms may stimulus materials take?

Stimulus materials may be in the form of text, statistics, maps, political cartoons, documents, and other primary sources, photographs and reproductions of artwork, and videotapes and films. Examples of stimulus materials are available in Section V.

Where may stimulus materials be found?

Stimulus materials may be found in such places as textbooks, almanacs, books, newspapers, and websites.

What attributions and citations should be provided?

The stimulus materials need to be correctly and adequately cited. Permission to use stimulus materials from copyright holders may be needed.

By what criteria should stimulus materials be judged?

- **Context.** The stimulus materials set the stage for content and provide a context for the items.
- **Interest.** The stimulus materials are interesting to the students.
- **Accuracy.** The information in the stimulus material is accurate.
- **Clarity.** The graphics in the stimulus material are easy for students to read. Avoid fuzzy photographs and badly faded copies of text or graphics.
- **Appropriate Length.** The stimulus material provides sufficient, but not too much information. Long readings containing extraneous content that may overwhelm students do not make suitable prompts.
- **Grade-level Appropriateness.** Stimulus materials reflect what students have studied and reflect levels of reading difficulty students can handle.
- **Freedom from Biases and Stereotypes.** The stimulus materials are not offensive to any gender, ethnic, racial, and/or religious groups. The materials do not give an advantage or disadvantage to any group.

The following worksheets may be used by teachers in workshops or in the classroom to assist them in selecting topics for assessment modules and for selecting and modifying stimuli. The worksheet on selecting a module topic may be necessary only in those cases where a teacher or group of teachers have no specific topic in mind for a module. It is important at workshops that teachers have a module (or unit) topic prepared from which to develop assessment items.

Worksheet 2-A-1

SELECTING THE TOPIC FOR THE ASSESSMENT MODULE

1. List and describe briefly the topic being contemplated for the assessment module. (The topic may be identical to a unit the teacher is planning.)

2. List social studies concepts and skills (i.e., concepts from civics, economics, geography, history) that may be used in conjunction with the topic.

3. Identify significant social studies content that relates to the proposed topic.

(Place ideas in this box, perhaps as a web chart, a list, or an outline.)

4. What objectives will be addressed in this assessment module?
5. What content standards (national, state, or local district) will the module address?

Worksheet 2-A-2**SELECTING AND MODIFYING A STIMULUS**

1. Briefly describe the stimulus you have selected:

2. Identify the source of the stimulus. Identify the copyright issues, if any, that are involved.

3. To what extent does the stimulus exhibit qualities of a good stimulus? See "Criteria for Judging a Stimulus" on the next page.

4. What modifications, if any, do you propose to adapt the stimulus for your students? Modifications include changing font size, adding or removing details in artwork, revising the text, etc. Will the revisions create any copyright problems?

What suggestions, if any, do you have for a stimulus that is better suited for the module?

Identify where it may be found.

Worksheet 2-A-3

CRITERIA FOR JUDGING A STIMULUS

Check those criteria that are met by the stimulus.

- ☐ **Context** (The stimulus materials set the stage, providing a context for the items.)
- ☐ **Interest** (The stimulus materials are interesting to the students.)
- ☐ **Accuracy** (The information in the stimulus materials is accurate.)
- ☐ **Clarity** (The graphics in the stimulus are easy for students to read. Fuzzy or badly faded copies of text or graphics is avoided.)
- ☐ **Appropriate length** (The stimulus provides sufficient, but not too much information. Long readings containing extraneous content that will overwhelm students do not make suitable stimulus materials.)
- ☐ **Grade-level Appropriateness** (Stimulus materials reflect what students have studied and reflect levels of reading difficulty students can handle.)
- ☐ **Freedom from Biases and Stereotypes** (The stimulus materials are not offensive to any gender, ethnic, racial, and religious groups. The materials do not give an advantage or disadvantage to any group.)
- ☐ **Citations** (The stimulus materials are correctly and adequately cited. Permission to use stimulus materials from copyright holders has been obtained when necessary.)

WORKSHOP SUGGESTIONS FOR SECTION V—PART 2A

Designing Your Own Assessments (Obtaining Good Stimulus Materials)

DESCRIPTION OF WORKSHOP

Workshops on Section V focus on the design and development of classroom-based assessments. This part focuses on obtaining and evaluating stimulus materials.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will:

- a. Identify and explain the types of items included within CSSAP assessment modules.
- b. Determine the topics for sample assessment modules (optional).
- c. Develop and select stimulus materials that are appropriate for classroom-based and large-scale assessments.

WORKSHOP STRATEGIES

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the CSSAP project (i.e., Option 2 for a workshop pertaining to Section I).

Step 1: Distribute Section V of the *CSSAP Professional Development Manual* to the participants.

Step 2: Use those portions of the Section V text and selected Section V overhead transparencies that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the *Professional Development Manual*:

1. Ask participants to reflect on the experiences they have had developing assessments and categorize assessments they have developed into the types that are represented by CSSAP. Keeping tally on a Big Tablet, chalkboard, or overhead transparency, survey how many participants have developed selected-response items, constructed-response items, performance tasks, and portfolios. Discuss the preponderance of experience with assessment items, or lack of a pattern and why.
2. Organize the assessment development-workshop to focus on the CSSAP modules and the design and selection of stimulus materials addressed in Section V. This part of Section V is focused on identifying and evaluating stimulus materials for modules. The phases of the workshop may be organized as follows:

- **Phase 1.** Focus on the question, "What is the topic for the module?"

The topic may either be given, or participants may select a topic for the module using the worksheet 2-A-1 "Selecting the Topic for the Assessment Module." (See page 121.)

- **Phase 2.** Have participants, individually or in teams, search for stimulus materials in the library, using the Internet, and using the worksheet 2-A-2 "Selecting and Modifying a Stimulus" to assist them in the process. (See page 122.)

MATERIALS

- a. Section V of the *CSSAP Professional Development Manual*

- b. Overhead transparencies and/or the Section V PowerPoint slides in the Appendix and an overhead projector or the CSSAP Professional Development Compact Disk (CD), a laptop computer, and a computer projector.
- c. Resources that include stimulus materials, such as textbooks, books of primary sources, and web sites
- d. Resources for gathering stimulus materials, such as libraries and computer laboratories (A library or computer laboratory is an excellent site for this workshop. Newspapers, magazines, and government publications are often good sources for stimulus materials.)
- e. Textbooks and other reference books, either provided or brought to the workshop by the participants
- f. State and/or local social studies standards
- g. Handouts from the **CSSAP Professional Development Manual**: "1. Selecting the Topic for the Assessment Module," "2. Selecting and Modifying a Stimulus," and "3. Criteria for Judging a Stimulus"

B. Developing multiple-choice items

Why use multiple-choice items?

- To assess student understanding of a wide range of content, information, principles, and concepts in a limited amount of time.
- To gain an insight efficiently into students' misconceptions. Analysis of student errors is helpful for this purpose.
- To score items quickly and provide rapid feedback to the students.

What are the parts of a multiple-choice (selected-response) item?

Each multiple-choice item consists of a clearly worded stem (the question) and four alternative answer options (the key and distractors). There are three incorrect options (distractors) and one correct answer (key). The key should be clearly indicated. In items that follow the CSSAP approach, the questions follow the stimulus and are closely related to the context/content of the stimulus.

TERM	ITEM
<i>Stem</i>	Which river connects the Great Lakes to the Atlantic Ocean?
<i>Distractor</i>	A. The Mississippi
<i>Distractor</i>	B. The Ohio
<i>Key</i>	C. The St. Lawrence
<i>Distractor</i>	D. The Niagara

Options

What is an efficient way to draft a multiple-choice item?

- First, determine what the main idea of the question is, making sure of the following:
 - The main idea relates directly to the test's objectives
 - The main idea has a good connection to the stimulus
- Second, construct the stem (the question) and the key, making sure of the following:
 - The stem presents the complete statement of a question
 - The question and key are significant
- Third, draft three incorrect answers (i.e., foils or distractors). Make certain they are all plausible and, if possible, that they reflect the misconceptions students may have about the content, or errors in logical thinking.
- Fourth, review the entire item to determine if it is worth keeping by making certain that it addresses significant conceptual content.
- Finally, refine the item by making sure that it follows the rules for good multiple-choice items. (Rules are listed below.)

How is the significance of a multiple-choice item determined?

The following checklist may be used.

- ☐ The item relates directly to the test's objectives.
- ☐ The item deals with ideas of importance, not with trivia.
- ☐ Optional: The item asks students to use higher-order thinking skills. For example: apply concepts or skills learned to a different situation; draw a conclusion; make a comparison; or analyze and evaluate a claim or generalization.

How is a good multiple-choice item constructed?

The following checklist may be used for evaluating multiple-choice items. (The checklist is explained on the following pages.)

CHECKLIST FOR EVALUATING MULTIPLE-CHOICE ITEMS

- ☐ 1. There is only one correct answer
- ☐ 2. The position of the key is varied
- ☐ 3. Negative stems are avoided
- ☐ 4. The stem is a complete question, providing clear directions
- ☐ 5. Superfluous wording is avoided
- ☐ 6. Options are parallel
- ☐ 7. Repetitive language is avoided
- ☐ 8. "All of the above" is avoided; "none of the above" is used sparingly
- ☐ 9. Complex formats are avoided
- ☐ 10. Options are listed in logical order
- ☐ 11. Options are of equal or nearly equal length
- ☐ 12. All options are plausible
- ☐ 13. Overlapping options are avoided
- ☐ 14. Information in the stimulus or stem does not clue the key
- ☐ 15. Items are independent; inter-item clueing is avoided

Explanation of the Checklist for Constructing and Evaluating Multiple-choice Items

1. There is only one correct answer.

Generally, multiple-choice items should have only one correct answer.

Problem item:

Which 1938 government was a totalitarian dictatorship?

- A. the Soviet government under the leadership of Josef Stalin (first correct answer)
- B. the German government under the leadership of Adolph Hitler (second correct answer)
- C. the U.S. government under the leadership of Franklin D. Roosevelt
- D. the British government under the leadership of Neville Chamberlain

Instead, this item may be written:

Which 1938 government was a totalitarian dictatorship?

- A. the German government under the leadership of Adolph Hitler (correct answer)
 - B. the French government under the leadership of Edourd Daladier
 - C. the U.S. government under the leadership of Franklin D. Roosevelt
 - D. the British government under the leadership of Neville Chamberlain
- 2.

2. The position of the key is varied.

The correct responses should be randomly assigned as a, b, c, and d as foils. Patterns of correct answers can provide shrewd students with an advantage unrelated to the focus of the test. If students get items correct for the wrong reason, then the test's validity comes into question.

3. Negative stems are avoided.

Stems using negative words or prefixes, such as NOT, UN, NON, or LEAST, generally serve to complicate an item. Difficult-to-read stems are more likely to measure students' ability to decipher the question than their knowledge or skills. Usually, there are clearer ways to phrase the question.

Problem item:

Which of the following is NOT guaranteed in the Bill of Rights?

- A. right to a speedy trial.
- B. freedom of speech
- C. freedom of press
- D. women's suffrage (correct answer)

For a minor improvement, the item may be revised as follows:

All of the following rights were guaranteed by the Bill of Rights EXCEPT:

- A. right to a speedy trial.
- B. freedom of speech
- C. freedom of press
- D. women's suffrage (correct answer)

Here is a superior way to test the same content:

Which of the following rights was guaranteed by a Constitutional amendment *after* the Bill of Rights was adopted?

- A. right to a speedy trial.
- B. freedom of Speech
- C. freedom of press
- D. women's suffrage (Correct answer)

4. The stem is a complete question, providing clear directions.

Make sure that each stem asks a clear question or requires students to complete a coherent statement. The stem should inform students exactly about what they are expected to know about the content. A simple method of testing for clear direction is to cover all foils and see if it is possible to give a correct response when looking only at the stem.

Problem item:

George Washington:

- A. led the colonial army against the British. (correct answer)
- B. wrote the Declaration of Independence.
- C. defeated Napoleon at Waterloo.
- D. bought the Louisiana Territory from France.

Instead, the item may be revised as follows:

What was George Washington's most important role during the American Revolution?

- A. He led the colonial army against the British. (Correct answer)
- B. He wrote the Declaration of Independence.
- C. He was the colonial ambassador to France.
- D. He was president of the Continental Congress.

5. Superfluous wording is avoided.

Keep the wording in the stem to the point. Overwriting or inserting irrelevant information into the stem adds unnecessary or unfair complexity to the item.

Problem item:

Which of the following activities shown below would be the best example of something a good citizen of the United States could do to show that he or she understands the responsibility of performing a community service?

- A. babysitting a neighbor's children.
- B. doing household chores faithfully.
- C. supporting the school football team.
- D. organizing a neighborhood cleanup.(correct answer)

Instead, the item may be revised as follows:

Which of the following is the best example of a person demonstrating the responsibility of community service?

- A. babysitting a neighbor's children.
- B. doing household chores faithfully.
- C. supporting the school football team.
- D. organizing a neighborhood cleanup. (correct answer)

6. Options are parallel.

All options should be grammatically parallel. For example, if one option is a phrase, then the other options should also be phrases.

Problem item:

What was the original reason for the Constitutional Convention of 1787?

- A. amending the Constitution.
- B. a peace treaty with Great Britain.
- C. to revise the Articles of Confederation. (correct answer)
- D. President Washington called it to pass the Bill of Rights.

Instead, the item may be revised as follows:

What was the original reason for the Constitutional Convention of 1787?

- A. to pass the Bill of Rights
- B. to amend the Constitution
- C. to revise the Articles of Confederation. (correct answer)
- D. to debate a peace treaty with Great Britain.

7. Repetitive language is avoided.

If certain words are repeated in each alternative response, inserting those words in the stem can reduce the reading load of the item.

Problem item:

What did the Jamestown colonists eventually do to make their settlement successful?

- A. The colonists began to practice their religion freely.
- B. The colonists moved their settlement closer to Plymouth.
- C. The colonists began to grow a crop that they could export. (correct answer)
- D. The colonists began to sell manufactured goods to Native Americans.

Instead, the item may be revised as follows:

What did the Jamestown colonists eventually do to make their settlement successful?

- A. practice their religion freely
- B. grow a crop that they could export (correct answer)
- C. sell manufactured goods to Native Americans
- D. move their settlement closer to Plymouth

8. "All of the above" is avoided, and "none of the above" is used sparingly.

Minimize "all of the above" or "none of the above" in items. Item writers often use an "all of the above" or "none of the above" distractor because of the difficulty of identifying a plausible fourth option that is plausible, but incorrect.

"None of the above" may be used sparingly, although in most cases replacing that foil with another distractor that is plausible and attractive to students usually strengthens the item.

"All of the above" items, on the other hand, should be avoided altogether. If a student can recognize that at least one of the other choices is incorrect, logically "all of the above" can be ruled out as a correct answer.

The example that follows shows a "none of the above" type of item that functions to assess a student's understanding:

On the basis of the information in Table 1 [table shows statistics pertaining to the cost of finished goods], what happened to the cost of raw materials between 1870 and 1890?

- A. Between 1870 and 1890, the cost increased.
- B. Between 1870 and 1890, the cost decreased.
- C. Between 1870 and 1890, the cost remained stable.
- D. The table does not provide enough information. (correct answer)

9. Complex formats are avoided.

Minimize the use of complex, multi-option Roman numeral—I and II only, II and III only, etc.—formats. There are occasions where multi-option formats can be useful, such as when testing for an understanding of multiple sources, causes, or influences. Remember, however, that such formats add complexity to these items that is not related to the content being measured and this will disadvantage some students. Generally, it is a good idea to present items as clearly and simply as possible so that there is little doubt that the item is measuring some relevant knowledge or skill. If an assessment uses a multi-option format, make every effort to keep the items as clear as possible and provide students with practice on such items prior to the test.

How might the question that follows be simplified either as a multiple-choice item or as a short-answer, constructed-response item?

Which of the following levels of government may levy taxes?

- I. Local government
- II. State government
- III. Federal government
- A. I and II only
- B. I and III only
- C. II and III only
- D. I, II, and III (correct answer)

10. Options are listed in logical order.

Students find items easier to handle when the options are placed in a logical order, such as in numerical order or chronological order.

Problem item:

According to the map [i.e., the stimulus], how far is Central City from Blue Lake?

- A. 200 miles
- B. 50 miles
- C. 150 miles
- D. 100 miles

Instead, the item may be revised as follows:

According to the map [i.e., the stimulus], how far is Central City from Blue Lake?

- A. 50 miles
- B. 100 miles
- C. 150 miles
- D. 200 miles

11. Options are of equal or nearly equal length.

There is a tendency for item writers to make the correct answer longer than the incorrect choices, often because qualifiers are used to make the key completely accurate. Adding qualifiers to the distractors, editing the correct answer or having two short options and two long options could help solve this problem. Remember that a foil that is much lengthier or shorter than the others stands out and gives the "test-wise" student a real or false clue to the correct answer.

Problem item:

To solve the problems that faced them in the 1890s, what did most farmers favor?

- A. Restricting the number of competitors
- B. Funding research at agriculture schools
- C. Repealing laws regulating agriculture
- D. Increasing government intervention to protect them from the "all the traffic will bear" shipping costs charged by the railroads (correct answer)

Instead, the item may be revised as follows:

To solve the problems that faced them in the 1890s, what did most farmers favor?

- A. Restricting the number of competitors
- B. Funding research at agriculture schools
- C. Repealing laws regulating agriculture
- D. Increasing government regulation (correct answer)

12. All options are plausible.

Be sure that the distractors in multiple choice items are plausible, yet incorrect. Writing good distractors is perhaps the most difficult part of developing multiple-choice items. Often an item writer will write two distractors fairly easily, but will experience difficulty creating the last distractor. Sometimes an item writer will write distractors that are silly or "give-aways." Ideally, distractors should be common student misconceptions that are attractive to students who may only have partial understanding of the content. Although good distractors should seem plausible, care is needed to ensure that they are not so good that they are possible correct answers. Each multiple-choice item should have one and only one correct answer.

Problem item:

Why did so many people immigrate to the United States between 1881 and 1890?

- A. Trans-Atlantic airplane service had just been introduced.
- B. Agriculture was no longer being practiced in Europe.
- C. A great industrial expansion was taking place in the U.S. (correct answer)
- D. The U.S. had just annexed both Canada and Mexico.

Instead, the item may be revised as follows:

Why did so many people immigrate to the United States between 1881 and 1890?

- A. Immigrants were allowed to become naturalized citizens.
- B. Europe was in the middle of a devastating war.
- C. A great industrial expansion was taking place in the U.S. (Correct answer)
- D. It was the only country with political and religious freedom.

13. Overlapping options are avoided.

Make sure that the alternative responses do not overlap. Following this guideline also helps to avoid double-keyed items or to provide unintended clues to answering the item. Even if overlap affects only the distractors and the key is unaffected, test-wise students often rule out options without using the requisite knowledge of the content or skill. All overlap among options should be avoided.

Problem item:

When was slavery abolished in the United States?

- A. After the American Revolution
- B. After the War of 1812
- C. After the Mexican War
- D. After the Civil War

Instead, the item may be revised as follows:

When was slavery abolished in the United States?

- A. In 1787, by the U.S. Constitution
- B. In 1814, by the War of 1812 Treaty
- C. In 1848, by the Treaty of Guadalupe-Hidalgo
- D. In 1865, by the 13th Amendment (correct answer)

14. Be certain that information in the stimulus or stem does not clue the key (i.e., give away the correct answer).

Information presented in the stimulus or stem should not provide a clue to the key. In the simplest terms, well-written items should require students to use relevant knowledge and skills, rather than test-wiseness skills, to determine the correct answers. It is true that sometimes students can use some pretty sophisticated analytical skills to find clues to an answer. The focus of the assessment should be on the students' comprehension of specific content and conceptual knowledge, and items that provide unintended clues for test-wise students should be avoided.

Problem item:

Which of the following documents was written to guarantee the rights of American citizens?

- A. Bill of Rights (correct answer)
- B. Articles of Confederation
- C. Emancipation Proclamation
- D. Declaration of Independence

The item may be revised as follows:

Which of the following documents was intended to increase the likelihood that the states would approve adoption of the United States Constitution?

- A. Bill of Rights (correct answer)
- B. Articles of Confederation
- C. Emancipation Proclamation
- D. Declaration of Independence

15. Items are independent; inter-item clueing is avoided.

Obtaining the correct answer to one item must not depend on obtaining the correct answer to another item. Each item should be answerable on its own, and information in one item should not provide a clue to the answer of another item.

Following is an example of inter-item clueing. How may that problem be corrected?

1. On which continent are the Andes Mountains located?
 - A. Africa
 - B. Asia
 - C. Australia
 - D. South America (correct answer)
2. Which of these nations does not have the Andes Mountains?
 - A. Argentina
 - B. Brazil (correct answer)
 - C. Chile
 - D. Ecuador

Following are worksheets to use as handouts at workshops or for individual use. They are useful when developing multiple-choice items.

Worksheet 2-B-1
CONSTRUCTING A MULTIPLE-CHOICE ITEM

1. What objective(s) are you assessing with this item? _____

2. Which state standards are being assessed with this item?
Knowledge Standard(s) _____; Process Standard(s) _____
3. Write the stem (question) here: _____

4. Write the key (correct answer) here: _____

5. Identify the three plausible distractors here:
(1) _____

(2) _____

(3) _____

6. Check which level of thinking the item is assessing.
Knowledge ____; Understanding ____; Interpretation ____; Application ____; Analysis ____;
Synthesis ____; Evaluation ____
7. Drafts of the multiple-choice items may be improved using the checklist that appears on the next page.

Worksheet 2-B-2

CRITERIA FOR EVALUATING MULTIPLE-CHOICE ITEMS

The following checklist will help in drafting and evaluating multiple-choice items

SIGNIFICANCE OF THE ITEM

- ☐ 1. The item relates directly to the test's objectives.
- ☐ 2. The item deals with ideas of importance, not with trivia.
- ☐ 3. Optional: The item asks students to use higher-order thinking skills. For example:
 - Applies to a different situation using concepts or skills.
 - Draws a conclusion.
 - Makes a comparison.
 - Analyzes and evaluates a claim or generalization.

TECHNICAL QUALITIES OF THE ITEM

- ☐ 1. There is only one correct answer
- ☐ 2. The position of the key is varied.
- ☐ 3. Negative stems are avoided.
- ☐ 4. The stem is a complete question, providing clear directions.
- ☐ 5. Superfluous wording is avoided.
- ☐ 6. Options are parallel.
- ☐ 7. Repetitive language is avoided.
- ☐ 8. "All of the above" is avoided; "none of the above" is used sparingly.
- ☐ 9. Complex formats are avoided.
- ☐ 10. Options are listed in logical order.
- ☐ 11. Options are of equal or nearly equal length.
- ☐ 12. All options are plausible.
- ☐ 13. Overlapping options are avoided.
- ☐ 14. Information in the stimulus or stem does not clue the key.
- ☐ 15. Items are independent and inter-item clueing is avoided.

WORKSHOP SUGGESTIONS FOR SECTION V—PART 2B

Designing Your Own Assessments (Developing Multiple-Choice Items)

DESCRIPTION OF WORKSHOP

Workshops on Section V focus on the design and development of classroom-based assessments. This part of the section is focused on developing multiple-choice items.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will draft, critique, and revise multiple-choice assessment items.

WORKSHOP STRATEGIES

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may be necessary to precede this workshop with a brief introduction to the CSSAP project (i.e., Option 2 for a workshop pertaining to Section II). They may also want to combine this workshop with the previous one, which focused on developing and selecting stimulus materials.

Step 1: Distribute Section V of the *CSSAP Professional Development Manual* to the participants.

Step 2: Use those portions of the Section V text and selected Section V overhead transparencies from the Appendix that are most relevant to the audience. Following are some strategies that may be used in workshops related to this section of the *Professional Development Manual*.

- a) Survey the participants to determine the experiences they have had developing assessments. Categorize the types of assessment developed by the individuals in the group according to the four CSSAP categories. On a Big Tablet, chalkboard, or overhead transparency, categorize participants into groups with experience developing selected-response items, constructed-response items, performance tasks, and portfolios. Discuss the preponderance of experience with assessment items, or lack of a pattern and why.
- b) Organize the assessment-development workshop to focus on modules and multiple-choice items addressed in Section V. The phases of the workshop may be organized as follows:
- c) Discuss the preponderance of experience with assessment items, or lack of a pattern and why.
- d) Have participants study and explain the various items in the "Checklist for Evaluating Multiple-Choice Items."
- e) Have participants critique and improve upon specific multiple-choice items found in the manual, the CD-ROM, or other sources, such as items the participants have brought to the workshop.
- f) Have participants construct one or more multiple-choice items using the worksheet handout "2-B-1. Constructing a Multiple-Choice Item" and "2-B-2. Criteria for Evaluating Multiple-Choice Items" as guides. (See pages 135-136 for the worksheets.)

The facilitator may provide participants with stimuli which they may use to help construct items. The participants might also bring with them textbooks to help them in the process of developing items, and they might be asked to bring their own assessment items.

MATERIALS

- a. Section V of the *CSSAP Professional Development Manual* and slides pertaining to multiple-choice items on the CSSAP Professional Development CD.

- b. Overhead transparencies and/or PowerPoint slide transparencies from Section V in the Appendix and an overhead projector, or the CSSAP Professional Development Compact Disk (CD), a laptop computer, and a computer projector.
- c. Resources that include stimulus materials and content for items, such as textbooks, books of primary sources, and web sites
- d. Worksheets from the Professional Development Manual: "2-B-1. Constructing a Multiple-Choice Item" and "2-B-2. Criteria for Evaluating Multiple-Choice Items" as guides. (See pages 135-136 for the worksheets.)
- e. Optional: Multiple-choice items the teachers have brought to the workshop.

C. Developing constructed-response items

What are constructed-response items?

The defining characteristic of constructed-response items is that students generate—rather than select—the response to the question.

There are three types of constructed-response items from the perspectives of length of responses and time required to respond:

- Short-answer items, which may take only a few minutes to answer and whose answers may extend from a few words to a few sentences.
- Extended-response items, which may take from ten to twenty minutes to answer and whose answers may require from one to two pages.
- Performance tasks, which may require several days or longer to address, and which may be an extended report or presentation.

Another way to classify constructed-response items is by categorizing convergent thinking (i.e., items having one and only one correct answer), from divergent thinking (i.e., items in which several different correct answers are possible).

Scoring of constructed-response items generally requires human scorers, as opposed to machine scoring.

Why should a teacher consider using a constructed-response item?

- Assess students' in-depth understanding of some topic.
- Allow students to organize their own answers.
- Give students an opportunity to be creative.
- Encourage students to produce their own answers to problems.
- Allow students to respond to multiple parts of an item.
- Communicate the importance of being able to organize ideas in writing.
- Check for student misconceptions.

What are the parts of a constructed-response item?

- A question calling for students to provide a response.
- A stimulus preceding the question is desirable.
- A scoring guide that identifies (a) criteria for a quality response and (b) what standards must be met in order for a response to receive the highest score, the second highest score, the third highest score, and so on.

What criteria may be used to evaluate a constructed-response item?

- Items should assess local, state, and/or national standards or objectives.
- Items should deal with content and skills students have had the opportunity to learn.
- Items should focus on significant ideas, concepts, and skills. (Focusing on significant content is especially important with constructed-response items, because these types of items take more testing time than selected-response items.)

- Items should assess students' knowledge and skills, not their beliefs, opinions, or values. (It is appropriate in social studies to ask students to take positions on issues; yet the scoring should focus not on the positions taken but on the reasoning taken to defend the position. Sometimes it is desirable to ask students to explain the reasoning that may be used to defend both sides of an issue.)
- Items should provide clear direction and focus. (To make certain that directions in the question are clear, teachers should draft the scoring guide simultaneously with the item. It is helpful to students to provide them with information on criteria to be used in scoring their answers. Providing clear focus will assure that student responses will not be all over the map, making it hard to score items in a reliable manner.)
- Items should take advantage of the constructed-response format. (If an item calls for a straightforward single answer, it may be preferable to convert the item to a selected-response format, because such items are more efficient to score. Constructed-response items should be used to encourage students to use higher levels of thinking, such as making comparisons, justifying positions, analyzing arguments, making and defending predictions, etc.).
- The scoring guide should relate directly to the question. (Criteria for top-score responses follow logically from the question as it is worded. If a scoring guide requires students to provide an answer that is different from or goes beyond what the question asks, the item is setting students up for failure and is rewarding students who do not follow directions carefully. The criteria for a top-score response should be stated directly or clearly implied by the question. If this criterion is not met, either the item or the scoring guide must be changed.)
- Each question is independent of other items. (If students' answers to a second constructed-response item are dependent upon their answers to a first item, then all of the students who were unable to answer the first item will be unable to respond to the second item, which will frustrate those students and cause them to lose points on both items.)
- Each question is interesting and engaging to the students. (Students are likely to perform better on items that they find to be of interest and importance. A test is one way to communicate to students the importance of the content they are learning in social studies.)
- Each question is free of bias and stereotypes. (Items should not advantage or disadvantage specific groups of students, nor should they stereotype specific groups.)

How might a constructed-response scoring guide be developed?

First, determine how many points to allocate for the item.

Second, identify the criteria for a top-score-point response.

If the criteria do not follow directly from the question as it is worded, either the question or the criteria must be revised to get close agreement between scoring guide criteria and the expected response elicited by the item. Failure to carry out this step effectively would lead to scoring that is unfair. It is also important to word both the item and the scoring guide in such ways that students know what is expected for a top-score-point response.

Third, allocate points to each criterion, perhaps giving higher weight to some criteria than to others. Point allocations may vary depending on the objectives being assessed.

Fourth, working backward from the top-score-point response, determine what constitutes lower levels of performance on each criterion, and decide how many points to give to each of those performance levels. This may be done in matrix form, as is shown in Table 5.2. A more specific example of a scoring guide is presented in Figure 5.3.

Table 5.2 Sample General Scoring Guide Matrix

	Top-Score-Point Response	Second-Highest Score-Point Response	Third-Highest Score-Point Response
Statement of Criterion 1, such as "Student answered the question as it was stated."	Description of expected performance and number of points on Criterion 1.	Description of expected performance and number of points on Criterion 1.	Description of expected performance and number of points on Criterion 1.
Statement of Criterion 2, such as "Generalizations are supported with specific facts."	Description of expected performance and number of points on Criterion 2.	Description of expected performance and number of points on Criterion 2.	Description of expected performance and number of points on Criterion 2.
Statement of Criterion 3, such as "Communication is very clear and convincing."	Description of expected performance and number of points on Criterion 3.	Description of expected performance and number of points on Criterion 3.	Description of expected performance and number of points on Criterion 3.
	Total number of points for top-score response	Total number of points for second highest-point response	Total number of points for third highest-point response

Figure 5.3. Sample Scoring Guide for a Constructed-Response Question Based on Quantity of Ideas

Question: Describe three ways in which the Civil War was different from the other wars in which the United States has been involved.

Possible Answers:

- It was an internal war.
- Slavery was a contributing factor to that war.
- The war pitted family member against family member in some cases.
- The war caused mass destruction to an entire section of the country.
- The war led to the end of slavery.
- The war caused the economic decline of the South.

Score Points:

2 points: The response contains 3 acceptable presentations of possible answers.

1 point: The response contains 1-2 acceptable presentations of possible answers.

Fifth, if an item is to be used in more than one test administration, such as from one year or semester to another, examine student papers from the first test administration, and check to make sure that the scoring guide functions well for the item. The items should always be piloted or field tested with students.

Often, one discovers, after administering a constructed-response item, that the wording of the item did not lead students to respond as the teacher had intended. If it turns out that the item was not worded precisely enough, the item should be revised. Sometimes one also discovers that the scoring guide was not realistic in its expectations for the students. In such cases, the scoring guide may need modification, or perhaps the item and scoring guide were acceptable, but the instructions may have been inadequate to enable students to score at the expected level. In that case, the instruction is in need of modification. In any case, it is wise after a test is administered to look at the results and try to learn from those results how to improve the item, the scoring guide, or instruction.

The following worksheets are for teachers to use as handouts at workshops or to use when working by themselves. They should be helpful when developing constructed-response items.

Worksheet 2-C-1

DESIGNING SHORT-ANSWER ITEMS

Short-answer items are items whose answers may be expressed using one word or a few sentences. See "Criteria for Evaluating Constructed-Response Items on the following page to evaluate and improve items.

1. What objective(s) do you plan to assess with this item? _____

2. Which national or state content standard(s) does this specific question assess? _____

3. Which national or state process standard(s), if any, does the question assess? _____

4. Write your question below, accompanied by the answer you are seeking to the question. (The question may be a modification of the multiple-choice item that also serves as a short-answer item.)

5. What knowledge from social studies (civics, economics, geography, and history), and what skills must students possess in order to address the item effectively?
 - a. Knowledge: _____

 - b. Skills _____

6. How will you adjust your instruction in the course or unit to assure that students have the knowledge and skills identified in questions 5a & 5b?

(Continue on the back of this sheet if necessary)

Worksheet 2-C-2

CRITERIA FOR EVALUATING CONSTRUCTED-RESPONSE ITEMS

The following checklist will help in drafting and evaluating constructed-response items (short-answer, extended-response, performance tasks):

- ☐ 1. The item assesses local, state, and/or national standards or objectives.
- ☐ 2. The item focuses on content and skills students have had the opportunity to learn.
- ☐ 3. The item focuses on significant ideas, concepts, and skills.
- ☐ 4. The item assesses students' knowledge and skills, not their beliefs, opinions, or values.
- ☐ 5. The item provides clear direction and focus.
- ☐ 6. The item takes proper advantage of the constructed-response format.

(If an item calls for a straightforward single answer, it is often preferable to convert the item to a selected-response format, because such items are more efficient to score. Constructed-response items should be used to encourage students to use higher levels of thinking, such as making comparisons, justifying positions, analyzing arguments, making predictions, defending positions, etc.).

- ☐ 7. The scoring guide relates directly to the item. (Criteria for top-score responses must follow logically from the item as it is worded.)
- ☐ 8. The item is independent of other items.
- ☐ 9. The item is likely to be interesting and engaging to the students.
- ☐ 10. The item is free of bias and stereotypes. (The item must not advantage or disadvantage specific groups of students and must not stereotype specific groups.)

Worksheet 2-C-3

DESIGNING AN EXTENDED-RESPONSE ITEM

Extended-response items are items that may have more than one possible right answer, may involve different problem-solving strategies, and will require more than a few sentences to develop. See "Criteria for Evaluating Constructed-Response Items" on the preceding page to evaluate and improve items.

1. What objective(s) will you assess with this item? _____

2. Which state or national content standard(s) does the item assess? _____

3. Which state process standard(s) does the item assess? _____

4. Write below an extended-response item that complements the ideas expressed in Items 1-3 above.

(Continue on the back of this sheet if necessary)

5. What must a student's response to the item demonstrate in order to get a top-score response? That is, what are your criteria for a top-score point response? (Note: Would you reasonably expect the item to evoke responses containing these criteria? If not, revise the question, the criteria, or your instruction.)

- (1) _____
- (2) _____
- (3) _____
- (4) _____

6. What knowledge from social studies (civics, economics, geography, and history), and what skills, must students possess in order to address the item effectively?

- a. Knowledge _____
- b. Skills _____

7. How will you adjust your teaching in the course or unit in which the extended-response item will be used in order to assure that students have the knowledge and skills identified in questions 6a & 6b?

(Continue on the back of this sheet if necessary)

WORKSHOP SUGGESTIONS FOR SECTION V—PART 2C:

Designing Your Own Assessments (Developing Constructed-Response Items)

DESCRIPTION OF WORKSHOP:

Workshops on Section V focus on the design of constructed-response items.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will draft, critique, and revise constructed-response assessment items.

WORKSHOP STRATEGIES

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the CSSAP project (i.e., Option 2 for a workshop pertaining to the Introduction to the CSSAP Professional Development Manual). They may also want to combine this workshop with previous ones, which focused on obtaining stimulus materials and developing multiple-choice items.

Step 1: Distribute Section V of the *CSSAP Professional Development Manual* to the participants.

Step 2: Use those portions of the Section V text and selected Section V overhead transparencies in the Appendix that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the *Professional Development Manual*.

1. Ask participants to reflect on the experiences they have had developing assessments, and categorize assessments they have developed into the types that are represented by CSSAP. Survey the participants to determine how many of them have developed selected-response items, constructed-response items, performance tasks, and portfolios. Summarize the survey results on a Big Tablet, chalkboard, or overhead transparency. Discuss the patterns of survey results and summarize where the most experience has been for the group. Indicate that the focus of this workshop is on developing constructed-response items.
2. Organize the assessment-development workshop to focus on modules and constructed-response items addressed in Section V. The phases of the workshop may be organized as follows:

Phase 1. Have participants study and explain the various parts of the section of the *Professional Development Manual* focused on "Developing Constructed-Response Items", such as:

1. "What are constructed-response items?"
2. "What are the three types of constructed-response items?"
3. "Why should teachers use constructed-response items?"
4. "What criteria should be used to evaluate constructed-response items?"

Phase 2. Have participants, individually or in teams, develop short-answer or extended-response items using "Designing Short-Answer Items" and "Designing an Extended-Response Item" from this Section of the *CSSAP Professional Development Manual*.

Phase 3. Have participants evaluate the items using "Criteria for Evaluating Constructed-Response Items."

Phase 4. Have participants develop scoring guides for their constructed-response items using the part of this Manual entitled "How might a constructed-response scoring guide be developed?" to serve as a guide.

MATERIALS

- a) Section V of the **CSSAP Professional Development Manual** and PowerPoint slides pertaining to constructed-response items on the CSSAP Professional Development CD.
- b) Overhead transparencies and/or PowerPoint slide transparencies from Section V as found in the Appendix and an overhead projector, or the CSSAP Professional Development Compact Disk (CD), a laptop computer, and a computer projector
- c) Resources that include stimulus materials and content for items, such as textbooks, books of primary sources, and web sites. Many of the same types of materials that serve as the stimulus for other types of items may also be used for constructed-response items. The richness of the stimulus with reference to the content is the major additional consideration for constructed-response item stimulus materials.
- d) Handouts from the **Professional Development Manual**: "Designing Short-Answer Items," "Designing an Extended-Response Item," and "Criteria for Evaluating Constructed-Response Items."

3. *Suggestions for Developing Performance Tasks*

Why should a teacher consider using performance tasks?

- To encourage students to gain in-depth knowledge of a social studies content topic and to assess their knowledge
- To encourage students to construct their own answers to problems
- To encourage students to be creative and develop their skills in organizing their knowledge and ideas
- To encourage students to communicate their knowledge and ideas clearly to others and to self-evaluate such communications

What parts make up a performance-task?

- The clear identification of a task for students to plan and carry out to completion with a final demonstration or product that is evidence of their learning
- A set of guidelines about how the task is to be carried out, including directions about the following:
 - Deadlines
 - Where such work may be done
 - Whether such work is to be done individually or in groups
 - The features that the final product is to include
- A scoring guide that identifies (a) criteria for a quality response and (b) what standards must be met in order for a response to receive the highest score, the second highest score, the third highest score, and so on

What criteria may be used to evaluate performance tasks?

- They address and assess local, state, and/or national content standards or objectives.
- They deal with content and skills students will have had the opportunity to learn, and make provision for helping students learn such content and skills while working on the performance task.
- They focus on significant ideas, concepts, and skills. (Focusing on significant content is especially important with performance tasks, because they may consume much time.)
- They provide students with opportunities to conduct research, interpret events, solve problems, analyze issues, and/or present persuasive arguments in support of positions.
- They assess students' knowledge and skills, not their beliefs, opinions, or values. (It is appropriate in social studies to ask students to take positions on issues; yet the scoring should focus not on the positions taken but on the reasoning and content support used to defend the position. Sometimes it is desirable to ask students to explain the reasoning that may be used to defend either side of an issue.)
- They encourage students to be creative and to discover their own talents.
- They challenge students to demonstrate their best work.
- They address authentic and enduring issues and concepts in ways that simulate or have students assume real-life roles.
- They encourage students to communicate and collaborate with each other.
- They require students to use a range of thinking strategies.
- They present clear expectations and directions so that students know the criteria for quality products and presentations at the outset of the learning experience.

Following are worksheets for teachers to use as handouts at workshops or to use when working by themselves. They should be helpful when developing performance tasks.

Worksheet 3-1

DESIGNING A PERFORMANCE TASK

Performance Tasks are projects that usually involve research and presentations of information that reflect much thought. These projects may be carried out by groups or individuals. See "Criteria for Evaluating Constructed-Response Items" on the preceding pages to evaluate and improve performance tasks.

1. What objective(s) will you assess with this task? _____

2. Which national or state content standard(s) does this task assess? _____

3. Which state process standard(s) does this task assess?

4. Write below your directions for a performance task that addresses Items 1-3 above.

5. What must the response to the task include in order to get a top score? That is, what are your criteria for a top-score-point response?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

6. What knowledge from social studies (civics, economics, geography, and history), and what skills must students possess in order to address the performance task effectively?

a. Knowledge:

b. Skills:

7. How will you adjust your instruction in the course or unit in which the performance task will be used in order to assure that students have the knowledge and skills identified in 6a and 6b?

Worksheet 3-2**CRITERIA FOR EVALUATING PERFORMANCE TASKS**

- ☐ Do they address and assess standards (local, state, and/or national)?
- ☐ Do they deal with content and skills students will have had the opportunity to learn? Or, do they make provision for helping students learn such content and skills while working on the performance task?
- ☐ Do they focus on significant ideas, concepts, and skills?
- ☐ Do they require students to use a range of thinking strategies (conducting research, interpreting events, solving problems, analyzing issues, or presenting persuasive arguments in support of positions)?
- ☐ Do they assess knowledge and skills, not beliefs, opinions, or values?
- ☐ Do they encourage students to be creative, to discover their own talents?
- ☐ Do they challenge students to demonstrate their best work?
- ☐ Do they address enduring issues and concepts in ways that simulate or have students assume real-life roles?
- ☐ Do they encourage students to communicate and collaborate with each other?
- ☐ Do they present clear expectations and directions so that students know the criteria for quality products and presentations at the outset of the learning experience?

WORKSHOP SUGGESTIONS FOR SECTION V—PART 3:

Designing Your Own Assessments (Suggestions for Developing Performance Tasks)

DESCRIPTION OF WORKSHOP

Workshops on Section V focus on the design of performance events.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will draft, critique, and revise performance tasks.

WORKSHOP STRATEGIES:

Workshop facilitators need to consider carefully their audience and the objectives of their workshop before deciding which of the following steps to use in their presentations. They will also need to specify their workshop plans in more detail than is listed below. It may also be necessary to precede this workshop with a brief introduction to the CSSAP project (i.e., Option 2 for a workshop pertaining to the Introduction to the **CSSAP Professional Development Manual**). They may also want to combine this workshop with previous ones, which focused on obtaining stimulus materials and developing multiple-choice items.

Step 1: Distribute Section V of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use those portions of the Section V text and selected Section V overhead transparencies in the Appendix that are most relevant to the audience and specific workshop objectives. Following are some strategies that may be used in workshops related to this section of the **Professional Development Manual**.

- a. Ask participants to reflect on the experiences they have had developing assessments and categorize assessments they have developed into the types that are represented by CSSAP. Survey the participants to determine how many of them have developed selected-response items, constructed-response items, performance tasks, and portfolios. Summarize the survey results on a Big Tablet, chalkboard, or overhead transparency. Discuss the patterns of survey results and summarize where the most experience has been for the group. Indicate that the focus of this workshop is on developing performance tasks.

- b. Organize the assessment-development workshop to focus on modules and performance task items addressed in Section V. The phases of the workshop may be organized as follows:

Have participants study, explain, and discuss the various parts of the section of the **Professional Development Manual** focused on "Suggestions for Developing Performance Tasks," such as:

- a) "Why should a teacher consider using performance tasks?"
- b) "What are the components of a performance task?"
- c) "What criteria should be used to evaluate a performance task?"

Have participants, individually or in teams, brainstorm ideas for performance tasks using "DESIGNING A PERFORMANCE TASK" as a guide.

Have participants describe one or more performance tasks using "CRITERIA FOR EVALUATING PERFORMANCE TASKS" to assist in the process.

Have participants develop scoring guides for their performance tasks using "How might a constructed-response scoring guide be developed?" in this section to assist them in the process. (The process for developing scoring guides for constructed-response items and performance tasks are similar.)

MATERIALS:

- a. Section V of the **CSSAP Professional Development Manual** and PowerPoint slides found in the Appendix pertaining to performance tasks on the CSSAP Professional Development CD-ROM.
- b. Overhead transparencies and/or PowerPoint slide transparencies from Section V (Appendix) and an overhead projector or the CSSAP Professional Development Compact Disk (CD), a laptop computer, and a projector.
- c. Resources that include stimulus materials and content for items, such as textbooks, books of primary sources, and web sites
- d. Handouts or relevant pages from the **Professional Development Manual**: "Designing Short-Answer Items," "Designing a Performance Task," "Criteria for Evaluating Performance Tasks," and "How might a Constructed-response Scoring Guide be Developed?"

4. What Can Teachers Do with the Data Derived from Classroom-Level Assessments?

Two major purposes of classroom assessments are:

- To inform teaching and learning
- To monitor students' growth over time

By collecting and analyzing data from classroom assessments, teachers can refine, modify, and adapt their teaching strategies to enhance students' performance. Teachers who use tests and study their students' answers to their assessment questions are engaging in action research, provided that they formulate hypotheses for why things went as they did on a test and then test those hypotheses when they retest the same or similar content.

For example, Ms. Tate, a social studies teacher, deduced from her analysis of answers to questions on a constructed-response test that her students seem to be unable to communicate their ideas in an organized manner. She then hypothesized that her students had not learned that skill and that they would perform better on tests if she taught the skill explicitly. The following week, she focused instruction on organization skills as she taught new social studies content. She has decided to include items that assess performance on the skills on future tests so that she can analyze results from those tests to determine changes in her students' performances. She is in a solid position to determine the success of her instruction and whether her hypothesis was valid.

Other social studies teachers search for student misconceptions by tallying how many students choose the various foils in their multiple-choice questions. In the process, they learn that their students seem to have a poor understanding of certain content and that some of the test questions are in need of improvement.

In conclusion, we offer this as our first hypothesis:

When teachers develop tests and study results of student performance on those tests in a reflective manner, they are likely to increase their insight into what their students can and cannot do.

In addition, we offer this as a second hypothesis:

When teachers involve students in such efforts, their students' proficiency in using social studies content will likely increase since the students are gaining insight into their strengths and weaknesses, their knowledge and misconceptions in using information and content.

In summary, good work in testing and in analyzing and using test results should yield rich rewards for both teachers and their students.

WORKSHOP SUGGESTIONS FOR SECTION V, PART 4:

Designing Your Own Assessments (What Can Teachers Do with Data Derived from Classroom-Level Assessments?)

DESCRIPTION OF WORKSHOP

Workshops on Section V focus on the design of performance events.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will:

3. Draw inferences about students' knowledge and skills based upon a study of student responses to test questions or to other types of assessments.
4. Propose ways to address problems noted in students' knowledge and skills.

WORKSHOP STRATEGIES

In this type of workshop, participants will be provided with assessment items and their scoring guides and/or keys, and with student responses to those items. The workshop will have the following three phases:

Phase 1: Score the student's work using the keys or scoring guides.

Phase 2: Make deductions regarding the student's knowledge and skills based upon analysis of their work.

Phase 3: Consider implications of the student's performance. Are there any significant problems to be noted?

Phase 4: Propose ways to help students perform better in the future.

MATERIALS

- a. Assessment items, scoring guides for the items, student responses to the items to be scored. (These items may come from state or local sources, such as released items on large-scale assessments and anchor papers that include student writing samples. They may even come from the students of the teachers attending the workshops if prior to the workshop the teachers were informed that authentic student test samples were going to be used.)
- b. Overhead projector, blank transparencies, and washable markers or large pads of paper on easels with appropriate markers.

Examples of Completed Worksheets

(These examples illustrate how the worksheets found in this section of the **Professional Development Manual** might be filled out.)

Completed Worksheet 2-A-1

SELECTING AND CLARIFYING THE TOPIC FOR THE ASSESSMENT MODULE

Example of how the form found in section V might be filled out

1. List and describe briefly the topic being contemplated for the assessment module. (The topic may be identical to a unit the teacher is planning.)

Immigration into the United States from 1820-1920

2. List social studies concepts and skills (i.e., concepts from civics, economics, geography, history) that may be used in conjunction with the topic.

Immigration

Push-Pull factors

Discrimination

Isolation

Reading bar graphs

Nativist

Minorities

Intervention

Social impact

3. Identify significant social studies content that relates to the proposed topic.

<i>Push-Pull Factors Affecting Immigration</i>	
<i>Push</i>	<i>Pull</i>
<i>1. Depressed economic conditions</i>	<i>1. Healthy economic conditions</i>
<i>2. Religious persecution</i>	<i>2. Religious freedom</i>
<i>3. Overpopulation</i>	<i>3. Underpopulation</i>
<i>4. Discriminatory laws</i>	<i>4. Acceptance of minorities</i>
<i>2. Reading Bar Graphs for understanding data.</i>	

(Place ideas in this box, perhaps as a web chart, a list, or an outline.)

4. What objectives will be addressed in this assessment module?
- 1. Students will learn to analyze and interpret bar graphs.*
 - 2. Students will identify and explain the origins and motivations for groups of immigrants coming to the United States.*
 - 3. The students will understand reasons for a decline in immigration.*
5. What content standards (national, state, or local district) will the module address?

National: *History Standards: Eras 6 & 7, Standard 2. Era 4, Standard 1. Geography Standards: Standards 3 and 4.*

State: *Missouri Social Studies Content Standards 2, 5, & 5. Missouri Social Studies Process Standards 1.5, 1.6, & 4.1*

Local:

Completed Worksheet 2-A-2
SELECTING AND MODIFYING A STIMULUS

1. Briefly describe the stimulus you have selected:

**A bar graph showing immigration from 1820-1920 and a paragraph summarizing 100 years of immigration in the United States.*

2. Identify the source of the stimulus.
3. Identify the copyright issues, if any, that are involved. *I am not certain about the source. Hence, there may be copyright problems*
4. To what extent does the stimulus exhibit qualities of a good stimulus? See "Criteria for Judging a Stimulus" on the next page.
5. What modifications, if any, do you propose to adapt the stimulus for your students? Modifications include changing font size, adding or removing details in artwork, revising the text, etc. Will the revisions create any copyright problems?

One possible modification would connect events to the graph. Events could relate directly to questions. The effect of this change would be to improve the efficacy of stimulus but it would decrease the difficulty of the items.

6. What suggestions, if any, do you have for a similar, but better stimulus than the stimulus under consideration? Identify where it may be found.

The Population Reference Bureau has some useful sources I will plan to examine

Completed Worksheet 2-A-3
CRITERIA FOR JUDGING A STIMULUS

- ☐ **Context** (The stimulus materials set the stage, providing a context for the items.)
- ☐ **Interest** (The stimulus materials are interesting to the students.)
- ☐ **Accuracy** (The information in the stimulus materials is accurate.)
- ☐ **Clarity** (The graphics in the stimulus are easy for students to read. Fuzzy or badly faded copies of text or graphics are avoided.)
- ☐ **Appropriate length** (The stimulus provides sufficient, but not too much information. Long readings containing extraneous content that will overwhelm students do not make suitable prompts).
- ☐ **Grade-level Appropriateness** (Stimulus materials reflect what students have studied and reflect levels of reading difficulty students can handle.)
- ☐ **Freedom from Biases and Stereotypes** (The stimulus materials are not offensive to any gender, ethnic, racial, and religious groups. The materials do not give an advantage or disadvantage to any group.)
- ☐ **Citations** (The stimulus materials are correctly and adequately cited. Permission to use stimulus materials from copyright holders has been obtained if necessary.)

Completed Worksheet 2-B-1
CONSTRUCTING A MULTIPLE-CHOICE ITEM

1. What objective(s) are you assessing with this item?

Knowledge of ethnic group migration patterns to the United States in the mid-19th century.

2. Which state standards are being assessed with this item?

Knowledge Standard(s) *Missouri 2a 5* Process Standard(s) *Missouri 1.10*

3. Write the stem (question) here:

In the period from 1840-1860 which countries supplied the largest number of immigrants to the United States?

4. Write the key (correct answer) here:

Germany and Ireland

5. Identify the three plausible distracters here:

(1) China and Japan

(2) Italy and Poland

(3) Mexico and Canada

Check which level of thinking the item is assessing.

Knowledge ☒ Understanding ____; Interpretation ____; Application ____; Analysis ____;

Synthesis ____; Evaluation ____

7. Drafts of the multiple-choice items may be improved using the checklist that appears on the next page.

Completed Worksheet 2-B-1**CRITERIA FOR EVALUATING MULTIPLE-CHOICE ITEMS**

The following checklist will help in drafting and evaluating multiple-choice items

Significance of the Item

- ☐ 1. The item relates directly to the test's objectives.
- ☐ 2. The item deals with ideas of importance, not with trivia.
- ☐ 3. Optional: The item asks students to use higher-order thinking skills. For example:
 - Applies to a different situation a concepts or skill learned.
 - Draws a conclusion.
 - Makes a comparison.
 - Analyzes and evaluates a claim or generalization.

Technical Qualities of the Item

- ☐ 1. There is only one correct answer
- ☐ 2. The position of the key is varied.
- ☐ 3. Negative stems are avoided.
- ☐ 4. Repetitive language is avoided.
- ☐ 5. "All of the above" is avoided; "none of the above" is used sparingly.
- ☐ 6. Complex formats are avoided.
- ☐ 7. Options are listed in logical order.
- ☐ 8. Options are of equal or nearly equal length.
- ☐ 9. All options are plausible.
- ☐ 10. Overlapping options are avoided.
- ☐ 11. Information in the stimulus or stem does not clue the key.
- ☐ 12. Items are independent; inter-item clueing is avoided.

Completed Worksheet 2-C-1

DESIGNING SHORT-ANSWER ITEMS

Short-answer items are items whose answers may be expressed in anything from one word to a few sentences. See "Criteria for Evaluating Constructed-Response Items" to evaluate and improve items.

IMMIGRATION INTO THE UNITED STATES 1820-1920

1. What objective(s) do you plan to assess with this item?

Students will understand "push factors" and "pull factors" on immigration and provide examples of each.

2. Which national or state content standard(s) does this specific question assess?

History: Era 6, Standard 2. Geography: Human Systems; Standard 9

3. Which national or state process standard(s), if any, does the question assess?

Historical thinking: Standard 3; Analyze cause and effect relationships.

4. Write your question below, accompanied by the answer you are seeking to the question. (The question might be a modification of the multiple-choice item developed on the preceding page.)

With respect to immigration, explain what is meant by the term "push factor" and the term "pull factor." Provide one example of each from the history of immigration. Push Factor: Adverse conditions that discourage people from remaining in a certain place. Pull Factor: Favorable conditions that encourage people to move to a certain place.

5. What knowledge from social studies (civics, economics, geography, and history), and what skills, must students possess in order to address the question effectively?

a. Knowledge: Why an immigrant group came to the United States

b. Skills: Analyze the push-pull factors of immigration with respect to a particular group.

6. How will you adjust your instruction in the course or units in which the short-answer item will be used in order to assure that students have the knowledge and skills identified in 5a & 5b?

Have student read short vignettes about individuals immigrating to the United States. Students will construct T charts with push/pull factors and summarize reasons for these factors on the chart.

(Continue on the back of this sheet if necessary)

7. Does the scoring guide fit the criteria for a short-answer constructed-response?

Scoring Guide:**Examples:**

Push Factor: Worn-out land in Europe (Irish, English)

Pull Factor: Fertile land in the United States (Midwest and Great Plains)

Push Factor: Wealthy class controlling European governments (Germans)

Pull Factor: Ordinary citizen had a voice in the government (United States)

Push Factor: Discrimination against religious minorities (Jews in Eastern Europe)

Pull Factor: Relative freedom of religion (United States)

2 points for explaining push and pull factors and providing an example of each.

1 point for explaining push and pull factors without examples.

1 point for explaining push or pull factors with an example.

Completed Worksheet 2-C-2**CRITERIA FOR EVALUATING CONSTRUCTED-RESPONSE ITEMS**

The following checklist will help in drafting and evaluating constructed-response items (short-answer, extended-response, performance tasks)

- ☐ 1. The item assesses local, state, and/or national standards or objectives.
- ☐ 2. The item focuses on content and skills students have had the opportunity to learn.
- ☐ 3. The item focuses on significant ideas, concepts, and skills.
- ☐ 4. The item assesses students' knowledge and skills, not their beliefs, opinions, or values.
- ☐ 5. The item provides clear direction and focus.
- ☐ 6. The item takes proper advantage of the constructed-response format.
(If an item calls for a straightforward single answer, it is often preferable to convert the item to a selected-response format, because such items are more efficient to score. Constructed-response items should be used to encourage students to use higher levels of thinking, such as making comparisons, justifying positions, analyzing arguments, making predictions, defending positions, etc.).
- ☐ 7. The scoring guide relates directly to the question. (Criteria for top-score responses must follow logically from the question as it is worded.)
- ☐ 8. The question is independent of other items.
- ☐ 9. The question is likely to be interesting and engaging to the students.
- ☐ 10. The question is free of bias and stereotypes. (The item must not be advantageous or disadvantageous to specific groups of students and must not stereotype specific groups.)

Completed Worksheet 2-C-3

DESIGNING AN EXTENDED-RESPONSE ITEM

Extended-response items are items that may have more than one possible right answer, may involve different problem-solving strategies, and will require more than a few sentences to develop. See "Criteria for Evaluating Constructed-Response Items" in this section to evaluate and improve items.

1. What objective(s) will you assess with this item?
Students will be able to explain push and pull factors pertaining to groups from "the Old Immigration" and from "the New Immigration."
2. Which state content standard(s) does the question assess?
Missouri Content Standards 2a and 5.
3. Which state process standard(s) does the question assess?
Missouri Process Standard 1.6.
4. Write below an extended-response question that addresses Items 1-3 above.
(Continue on the back of this sheet if necessary)
List the country or geographical regions of origin for two groups of "old immigrants" and two groups of "new immigrants" into the United States and describe motivation for the migration of each group.
5. What must a student's answer to the question deliver in order to get a top-score response? That is, what are your criteria for a top-score-point response? (Note: Would you reasonably expect your question to evoke responses containing these criteria? If not, revise the question, the criteria, or your instruction.)
 - (1) *Must list two groups of "old immigrants"*
 - (2) *Must list two groups of "new immigrants"*
 - (3) *Must describe motivation for migration of "old immigrants"*
 - (4) *Must describe motivation for migration of "new immigrants"*
6. What knowledge from social studies (civics, economics, geography, and history, and what skills must students possess in order to address the question effectively?
 - a. Knowledge: *Origins of various immigrant group.*
 - b. Skills: *Analyze cause-effect of positive and negative factors.*
7. How will you adjust your teaching in the course or unit in which the extended-response item will be used in order to assure that students have the knowledge and skills identified in 6a & 6b?
(Continue on the back of this sheet if necessary)
I will need to develop a unit on the "Old Immigration" and on the "New Immigration," which will explore the motivations of Europeans migrating to the United States in the late 19th and the entire 20th centuries. I will also need to teach about events that pushed people out of Europe, such as the Irish Potato Famine and the failure of the Berlin Revolt. I will also need to teach about events that attracted or pulled Europeans to the United States, such as the Homestead Act and building of the transcontinental railroad. Finally, I will need to teach students to critically examine cause-effect relationships and will need to help students get practice in writing essay questions.

Completed Worksheet 3-1

DESIGNING A PERFORMANCE TASK

Performance Tasks are projects that usually involve research and presentations of information that reflect much thought. These projects may be carried out by groups or individuals. See "Criteria for Evaluating Constructed-Response Items" in this section to evaluate and improve performance tasks.

1. What objective(s) will you assess with this task?
Compare immigrants from two historical periods on opportunities they sought and challenges they confronted.
2. Which national or state content standard(s) does this task assess?
National History Standards: *Era 4 Expansion and Reform: Standards 1-4; Era 6 Development of Industrial United States; Era 10 Contemporary United States: Standard 2*
National Geography Standards: *#4 Human Systems and Standard 9 Characteristics, Distribution and migration of human population.*
Missouri Social Studies Standards *2a and 5.*
3. Which state process standard(s) does this task assess?
Missouri Process Standards 1.5, 1.9, and 1.10
4. Write below your specifications for a performance task that addresses Items 1-3 above.
(Continue on the next page if necessary.)
Students will compare immigrants from two historical periods on opportunities they sought and challenges they confronted by using knowledge acquired by researching historical immigration patterns to the United States. Students will utilize visual and mathematical data from charts and graphs. They will also analyze cause-effect relationships in writing their comparisons.
5. What must the response to the task include in order to get a top score? That is, what are your criteria for a top-score-point response?
(1) Thoroughly explain opportunities and challenges immigrants sought in the 19th and early 20th centuries
(2) Describe the similarities and differences between the two periods based on social, political, and economic factors
(3) Proper citation of references in a bibliography
6. What knowledge from social studies (civics, economics, geography, and history), and what skills, must students possess in order to address the performance task effectively?
a. Knowledge: *(1) Students should be able to use the Internet, card catalog, and Readers Guide to search for information. (2) Students should be able to draw historical comparisons between two historical periods*
b. Skills: *(1) Students will need to be able to interpret visual and mathematical data from graphic organizers. (2) Students will need to obtain historical data. (3) Students will need to be able to analyze cause-effect relationships.*
7. How will you adjust your instruction in the course or unit in which the performance task will be used in order to assure that students have the knowledge and skills identified in 6a and 6b?
Instruct students on research skills. Do a scavenger hunt in the library so that students will have to use multiple sources. (2) Ask them to do comparisons and contrasts and to share words that connote similarities and differences. (3) Provide models of different types of bibliographic citations.

cssap
Portfolio Assessment

section VI
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Portfolio Assessment**1. Overview of the Uses and Benefits of Portfolios**

A portfolio is a systematic and "purposeful collection of student work that tells the story of a student's efforts, progress, or achievement" (Arter, 1990). It is "a record of learning that focuses on the student's work and his or her reflection on that work" (National Education Association, 1993). Depending on their primary purpose, portfolios may be classified into three types: working, showcase (or display), and assessment (or evaluative) (Batzle, 1992; Danielson, C. & L. Abrutyn, 1997).

Portfolios provide a dynamic assessment designed to augment existing assessments, improve instruction, and complement classroom activities. Portfolios provide a variety of ways for student's to demonstrate their skills and knowledge. They can yield measures of student achievement not provided by other assessments. Portfolios are student- and classroom-centered; they involve the student from start to finish and reflect real classroom work.

Portfolios empower students with decisions regarding the assessment of their performance. Students make choices and decisions about the work they feel accurately reflects their current skills and abilities. With portfolios, assessment is not something "done" to student's; in contrast, students are integral partners in their own assessment.

Portfolios require students to reflect on the meaning of their performance. Portfolio reflection is also intended to help those who read the student's portfolio to understand how the collection of work demonstrates the student's understanding of specific content, skills, and concepts. Thus, reflection not only helps students understand themselves, but also helps readers understand the significance of the various components of the portfolio.

In summary, portfolio assessment can support instruction by providing teachers and students with a framework for the evaluation of clearly stated outcomes that students have adequate opportunities to satisfy over the course of a school term. Following are some potential benefits from successful implementation of portfolios in the classroom:

- Improvement of instruction
- Increased student motivation
- Increased self-directed learning
- Student reflection and self-evaluation
- Evaluation of students
- Information for student and parent conferences
- Program evaluation

2. The Development of the CSSAP Portfolio

A variety of models for portfolio assessment have existed for several years in language arts, mathematics, and science, but this has not been the case for social studies. A difficulty is to design a portfolio structure that is flexible enough to accommodate all social studies disciplines and content

standards. The CSSAP Portfolio offers a structure of five entry categories that focus on essential skills in all the social studies. The CSSAP Portfolio, which embodies elements of a showcase portfolio, was developed with assessment as its central purpose. Accordingly, teachers identify specific content standards for instruction and assessment and, using the structure provided by the CSSAP Portfolio, plan and develop comprehensive "portfolio assessment tasks," which enable students to demonstrate their best performance in the following entry categories:

- *Interpretation:* Students will explain aspects or parts of a topic, issue, event, experience, or idea of importance in social studies.
- *Issue Analysis:* Students will examine and analyze an issue of importance in social studies.
- *Problem Solving:* Students will state and attempt to solve a problem of importance in social studies.
- *Reasoned Persuasion:* Students will state a position on an issue or subject of importance in social studies and use logic to defend it.
- *Research/Investigation:* Students will research a subject, issue, event, or experience of importance in social studies. Students will conduct research using relevant and appropriate resources, cite those sources, and effectively present their findings.

Several important principles guided the development of the CSSAP Portfolio model:

- The model should be rigorous enough to meet the demands of state assessment.
- The model should provide an assessment system to meet diverse educational needs.
- The model should provide a structure that accommodates the content standards of all social studies disciplines.
- The model should provide the flexibility necessary for implementation by districts or classroom teachers at different levels and in all school settings.
- The model should provide for a valid method of evaluating student understanding of knowledge, cognitive processes, and skills.
- The model should be non-intrusive. It should accommodate and enhance existing instructional practices that occur in effective social studies classrooms.
- The model should facilitate purposeful instruction designed to promote the acquisition of varied cognitive competencies, especially critical-thinking skills.
- The model should support an integrated approach to instruction and assessment by providing teachers with a framework for purposeful instruction and assessment of clearly defined outcomes.
- The model should support a constructivist approach to instruction and learning, enabling students to find meaning in their learning experience.
- The model should provide information useful for evaluation and making informed decisions.

These goals guided the development of the CSSAP Portfolio model. The result is an exceptionally flexible and potentially highly effective tool for instruction and assessment.

3. Summary of the CSSAP Portfolio Development Process

The CSSAP Portfolio model is the product of a three-year partnership between state personnel, assessment experts, and classroom teachers. Throughout the development process, this collaboration has been instrumental in ensuring the development of a valid, reliable, and practical assessment tool that offers enough flexibility to be implemented in virtually any social studies classroom, while embodying enough rigor to meet the demands of state-level assessment.

A committee composed of state assessment personnel, social studies experts, and staff from ACT, Inc. of Iowa City, Iowa convened for the first time in July 1998. Initial discussions focused on alternative directions that could be taken in the development of the structure of entry categories for CSSAP Portfolio. After some deliberation, it was agreed that the structure of the CSSAP Portfolio should be built around important social studies skills. It was agreed that this approach would provide a structure that was relevant to all social studies disciplines and could conceivably support instruction and assessment related to any specific content standards in civics, economics, geography, and history. Further discussion yielded a structure of five entry categories that represent important skills in social studies and inherently support good social studies instruction. Subsequent meetings of the committee resulted in clarification of the entry category descriptions, the explication of the skills and processes characteristic of each of the different entry categories, and the initial design of scoring guides. Materials were drafted, reviewed and revised in preparation for piloting.

From the outset, the CSSAP Portfolio Committee recognized that teachers must play a central role in the development process. It was agreed that the portfolio model should undergo a two-year pilot process in elementary, middle, and high school classrooms. Teachers would be instrumental in critiquing all aspects of the CSSAP Portfolio and would provide feedback through interviews, written comments, and debriefing. This feedback would provide direction for further refinement of the CSSAP Portfolio.

States electing to participate in the CSSAP Portfolio pilot nominated teachers and field test sites. Teachers representing diverse school contexts, various content areas, and each of the three grade levels were nominated and invited to participate. All teachers involved in the pilot voluntarily agreed to assist and were provided with intensive training by ACT in preparation for implementation.

An initial core of 19 teachers participated in both years of the pilot (1999-2000 and 2000-2001). This group of teachers was reconvened at the completion of the first pilot year for intensive debriefing. The feedback they provided was critical in guiding the refinement of the materials in preparation for the second pilot year. In addition, the student portfolios from these teachers' classrooms were reviewed, which provided further insight relative to teacher training needs and revisions to materials. Selected work for which student and parent consent was provided was reviewed and scored, and some of the work was utilized in the initial development of CSSAP Portfolio Scoring Guides for each grade level. This range-finding activity proved exceptionally valuable in shaping the revision of the scoring guides. Several teachers volunteered and played an important role in assisting with range-finding.

A group of 30 additional teachers received training for implementation in preparation for the second pilot year, 2000-2001. In addition to all the first pilot year teachers who continued on, these teachers also provided valuable feedback, which was instrumental in shaping the final refinements to the CSSAP Portfolio materials. A great variety of student portfolios was generated through the efforts of all teachers during the second pilot year. Again, with the assistance of teachers, selected student work at various grade levels was scored and utilized in the Portfolio Scoring Guides.

The model that ultimately emerged as a result of this collaborative effort embodied the best practice and thought of a spectrum of professionals committed to developing a tool for portfolio assessment in social studies that is rigorous enough for state assessment, practical with regard to ease of implementation, and flexible enough to be adapted for specific educational needs and purposes.

4. Flexibility of the CSSAP Portfolio

Although a structure of five entry categories and associated scoring guides are offered, the CSSAP Portfolio is *not* a prescriptive model. Whether the CSSAP Portfolio is adopted for use at the state, district, or classroom level, the model does incorporate maximum flexibility for future users.

Planning is central to the successful implementation of the CSSAP Portfolio at any level. Users may *adopt* and *adapt* in whole, or in part, any of the various components of the model, depending on assessment needs and purposes. Given this flexibility, the CSSAP Portfolio can be customized to meet clearly defined needs and purposes at any level. It is essential that the purpose(s) of the CSSAP Portfolio implementation be carefully considered and clearly defined.

5. Teacher Comments about the CSSAP Portfolio Pilot

Carefully planned implementation of the CSSAP Portfolio can yield many positive benefits for teachers and students alike. Following are some comments from teachers involved in the first year of the CSSAP Portfolio development pilot (1999-2000):

- "It made me focus on what the students needed to know, using national and state content standards, plus my own judgment. I believe the portfolio is a much better and more accurate way of assessing student understanding than other measuring instruments."
- "This is their best work—this is their journal of a year's worth of studies. They are so proud of their work in this portfolio because they took ownership of it from the start."
- "From the teacher's point of view, I can unequivocally state that the portfolios have added a different dimension to my teaching and assessing. When I see the students' writing abilities improve, and their higher-order thinking skills increase, and their pride in their work increase, then I know that the portfolio has had a positive influence on their learning ability."
- "The parents have had a different sort of pride about the students' work. Somehow, adding work to the portfolio made it more important than a test. Knowing that it was being judged by different standards than "correct" or "wrong" seemed to make everyone more aware of the need for editing and creativity."
- "The words "draft" and "final copy" were used throughout the year in every subject because of their portfolio experience. Their increased ability to write and think became evident in every subject."
- "I expected a lot, and they gave me so much more."
- "At the beginning, time is definitely needed to prepare the students, but is well worth the effort."
- "With the help of the portfolio exercise, we have been able to emphasize content-area reading and writing with much more detail and practice. It has helped us build a stronger bridge to the skills students are learning in other classes, and it has helped us generate assignments that promote greater student reflection. Many kids really improved their writing this year! I enjoyed seeing how the portfolio taught me, as a teacher, how to teach better writing."
- "The portfolio exercise has resulted in an examination of not only methods of instruction, but also assessment practices. The portfolio process moves away from traditional test-taking methods and provides an in-depth evaluation of presented information and concepts. It also allows for students to become critical thinkers as they examine historical data and periods of time."
- "Our state has instituted a mandated state test. Students, as of this year, are required to take the test and to show proficiency in acquired knowledge and also in writing. My students told me that their experience with the portfolio helped them with the writing section."
- "It has been good for me. I focus on product more, instead of tests."
- "The portfolio has helped me to focus more on tasks that require different levels of skills."
- "I found the portfolio to be very helpful in the assessment of my classes. The various types of entry categories allowed for a wide variety of analytical skills, and they easily fit into my curriculum."

- "Many positive things have come out of the portfolio experience. Students see the five skills of social studies and start to think in those terms. They have improved their writing skills. It has helped them organize writing and support their ideas with evidence. It has helped them see different ways to present information. It has encouraged many to produce better work, since it was to go in their portfolio—not just a test essay to be thrown away."
- "It helped me focus on teaching writing skills as well as content."
- "I find the portfolio a much better assessment method."
- "Using portfolio assessment allows me more time to work with individual students."
- "Portfolios work really well with a wide range of students. Seeing growth through the year is part of its beauty and usefulness."

6. References

Arter, J. (1990). Using portfolios in instruction and assessment: State of the art summary. Portland, OR: Northwest Regional Educational Laboratory.

Batzle, J. (1992). Portfolio assessment and evaluation. Cypress, CA: Creative Teaching Press.

Danielson, C., & Abrutyn, L. (1997). An introduction to using portfolios in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

National Education Association (1993). Student portfolios. Washington, D.C.: National Education Association.

WORKSHOP SUGGESTIONS FOR SECTION VI:

Portfolio Assessment

DESCRIPTION OF WORKSHOP

The workshop for Section VI focuses on portfolio assessment. For more information pertaining to CSSAP portfolios and the design and implementation of workshops on this topic, workshop facilitators are strongly advised to examine the CSSAP CD that is dedicated to the portfolio project.

WORKSHOP OBJECTIVES

Following are objectives for several portfolio-related workshops. We advise workshop facilitators to focus on a limited number of these objectives, perhaps confining a single workshop to only one of the following objectives.

At the conclusion of the workshop the participants will have attained the knowledge and skills to complete one or more of the following:

- a. Be able to explain the components of the CSSAP portfolio system (portfolio entries, reflections on individual entries, whole-portfolio reflections, scoring guides, and so on).
- b. Design tasks that are appropriate for one or more of the CSSAP portfolio entries.
- c. Identify criteria that are useful in assessing portfolios.
- d. Assess portfolio entries or portfolios using criteria established in scoring guides. (The scoring guides may be found in the CSSAP portfolio CD).

WORKSHOP STRATEGIES

Workshop facilitators should examine the CSSAP CD dedicated to the portfolio project to assist them in planning their workshops. What follows are general suggestions, for which facilitators will need to work out more specific details that are tailored to their audiences and specific objective(s).

Step 1: Distribute Section VI of the **CSSAP Professional Development Manual** to the participants.

Step 2: Following are various options for facilitators to consider when planning their workshop:

In addressing Objective a, use the overhead transparencies or PowerPoint slides in the Appendix to help participants learn about the components of the CSSAP portfolio system. The workshop facilitator should plan to present features of the portfolio system, should encourage questions, and develop strategies in order to check for understanding. Conclude the discussion by having the participants discuss how they would implement one or more parts of the CSSAP portfolio system. It is important to inform participants that it is wise to start small.

In addressing Objective b, help participants to understand each of the five CSSAP portfolio entries (interpretation, issue analysis, reasoned persuasion, problem solving, and research/investigation.) Then, give participants the topic for an assessment (e.g., the Japanese-American internment during World War II, some issue of importance to the local community, the rise of organized labor, etc.). Following a brief discussion of the topics, organize participants in small groups and ask each group to create a specific performance assessment task relevant to each type of CSSAP portfolio entry. Conclude the activity by having participants critique their performance assessment tasks, with the larger group offering suggestions for improvement.

In addressing Objective c, have participants identify criteria they would like to propose to assess each of the various types of portfolio entries or to assess various specific performance assessment tasks. Then, give the participants copies of relevant CSSAP portfolio scoring guides for participants to discuss.

In addressing Objective d, provide participants with copies of student work pertaining to one or more of the CSSAP entry categories, or have participants bring in copies of the work completed by their students. Then, have the participants score the students' work, determine the consistency of their scoring, and reflect on what they have learned by scoring the students' performance-assessment tasks. By examining student work, the participants should be able to suggest constructive ways for improving their performance- assessment task assignments and identify strengths and weaknesses in the knowledge and skills of their students.

MATERIALS

- a) Section VI of the **CSSAP Professional Development Manual**
- b) Overhead transparencies and/or PowerPoint slides from Section VI (Appendix)
- c) Overhead projector
- d) CSSAP compact disk (CD) pertaining to the CSSAP portfolio assessment system, computer, and computer projector
- e) Samples of student work if Objective "d" is addressed above.

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section VII

Strategies for Professional Development in
Social Studies Assessment

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Strategies for Professional Development in Social Studies Assessment

1. What are CSSAP's guiding principles and beliefs concerning professional development in social studies assessment?

Professional development in social studies assessment should be a continuous, flexible process based on national and state content standards.

Professional development builds upon and extends teachers' knowledge and skills. It should:

- Enrich teachers' knowledge in civics, economics, geography, and history.
- Help educators connect and align curriculum, instruction, assessment, and program evaluation.
- Help teachers design and use instruction and assessment practices that respond to various learning styles and multiple intelligences.
- Help teachers engage students in higher-level thinking and problem solving through their curricula, instruction, and assessment.
- Use guidelines, techniques, and criteria for developing a variety of assessment item types.
- Provide learning opportunities for performance-based instruction, administration of various types of assessments, scoring, and interpretation of results.
- Provide instructional resources teachers need and want in the form of products, materials, and learning opportunities.

Professional development uses a systems approach. It should:

- Address a variety of individual, group, and organizational goals.
- Build on prior knowledge and existing expertise.
- Promote a sense of collaboration and professionalism.
- Support and assist with the implementation process.
- Use multidimensional and flexible approaches for implementation.
- Promote the sharing of and reflection upon data derived from students' performance on various assessments.

Professional development promotes certain dispositions, such as those reflected by these comments from teachers.

- Confidence and efficacy—"This work is important and I am becoming much more proficient as a teacher who assesses my students in ethical and fair ways."
- Flexibility and creativity—"I want to use a variety of approaches to assess my students. These assessments will help inform my teaching and assist me with monitoring and evaluating students' learning and performance."

- Craftsmanship—"I am refining my teaching and assessment skills and techniques continuously."
- Professional growth—"I recognize the need to learn more about how curriculum, instruction, and assessment are related."

CSSAP has developed two items to assist teachers in developing and using high-quality social studies assessment material. The first is the **Professional Development Manual** that you are using. The second is a compact disc (CD) that offers a range of professional development materials, resources, and strategies that may be used with in-service groups or by individuals.

2. *What are some suggestions, ideas, designs, and strategies for professional development related to Sections I-VI of the CSSAP Manual?*

This Section contains the following samples:

- Sample Icebreaker Strategies for CSSAP
- Sample Strategies for using the **CSSAP Professional Development Manual** or CD.
- Sample Agendas for CSSAP Professional Development Workshops.
- Alternate Activities for Section I-VI of the CSSAP Manual.

3. *What are some professional development strategies and models from various states and organizations that people can use to enhance curriculum, instruction, and assessment in social studies?*

Many states have designed and implemented professional development workshops with strategies and models for social studies assessment. Several have been selected and included in the Appendix.

SAMPLE ICEBREAKER STRATEGIES FOR CSSAP

Strategy One: "A Modified Bingo Assessment"

- *This strategy may be used as an icebreaker or as a culminating activity for a professional-development awareness session.*

PURPOSE

1. To engage people in brief discussions about their experiences with and knowledge about the topic of assessment, or
2. To assess what people have learned as a result of the professional development awareness session.

INSTRUCTIONS

1. You will have _____ minutes to engage in this Bingo task.
2. Please find a person in the workshop group with whom to address one or more of these questions. BOTH people need to answer the question. Have each person initial the question in the box on their respective Bingo sheets.
3. The ultimate objective of this task is to have a brief discussion related to as many questions as possible within the allotted timeframe.
4. Be prepared to share some of your learning from this experience with the whole group at a designated time.

MATERIALS:

Multiple copies of the "Modified Bingo Assessment" Table

- What are two purposes of assessment?
- What is the difference between a "fact" and a "concept"?
- What kinds of items or methods do we use for assessing "knowing" and "understanding"?
- What are four types of assessment items?
- What are four different types of constructed-response items?
- What are two "hints" for writing effective multiple-choice items?
- Why should we align content standards with assessment items?
- What should we do with data collected from student assessments?
- How are curriculum, instruction, and assessment connected?
- Why do we need to use a variety of types of assessment items?
- What are two types of performance assessment?
- What are scoring guides? How and when do we use them?

An example of the "Modified Bingo Assessment" board is on the following page.

Modified Bingo Assessment

What are two purposes of assessment?	Why should we align content standards with assessment items?	What are four different types of constructed-response items?
What should we do with data collected from student assessments?	What is the difference between a "fact" and a "concept"?	What are two types of performance assessment?
What are two "hints" for writing effective multiple-choice items?	How are curriculum, instruction, and assessment connected?	What are four types of assessment items?
Why do we need to use a variety of types of assessment items?	What kinds of items or methods do we use for assessing "knowing" and "understanding"?	What are scoring guides? How and when do we use them?

Strategy Two: "Stories from the Past"—An Assessment Icebreaker

This strategy is designed to help people connect assessment with their real-life experiences. It also affords the facilitator an opportunity to create some criteria for designing effective assessment items and performance tasks in their classrooms.

PURPOSES

1. To have people reconnect with their personal experiences regarding assessments—in and out of school settings.
2. To create an opportunity for participants to tell some brief stories about their experiences related to assessments.
3. To allow participants to identify from their lives some characteristics about effective and ineffective assessments.

INSTRUCTIONS

1. The facilitator should first give a broad definition of "assessment" and then model or tell a brief personal "story from the past" pertaining to assessment. The facilitator should also draw a "T Chart" to elicit from the audience some characteristics of effective and non-effective assessments. This should be done on large chart paper or on an overhead transparency for use with an overhead projector, depending on the size of the group.
2. Form groups of 4–5 people.
3. Instruct participants that "You and your group will have _____ minutes to complete this task."
4. Each person, individually, has time to think about a "Greatest Assessment" and a "Worst Assessment" in his/her life. . . in or out of school!
5. Each person has _____ minutes to tell his/her "Greatest" and "Worst" stories in the small group.
6. As people tell their stories, a group recorder should capture the characteristics or components of what made this assessment a "Greatest" or "Worst" experience. The recorder should capture the essence of these characteristics on big chart paper for the larger group to view.
7. All groups should be prepared to share their lists of characteristics from the "Greatest" and "Worst" assessments with the large group.
8. The facilitator can use these lists later to compare criteria for reviewing and evaluating performance tasks and other types of items.
9. Conclude by asking: "What characteristics are necessary for effective assessment? And why?"

MATERIALS

- A large "T Chart" for each small group. The chart should have one heading for "Characteristics from Our Greatest Assessments" and a heading for "Characteristics from Our Worst Assessments."
- Big colored markers for each group.
- Masking tape.
- Wall space or chart stands in the room.

Strategy Three: Making Personal Maps as a Tool for Building a Rationale to Justify Enhancing Social Studies Education with a Variety of Assessment Practices

PURPOSE

1. To engage participants in conversations about how to provide their students with rigorous social studies programs imbedded with a variety of assessments.
2. To utilize participants' prior knowledge and skills related to social studies curriculum, instruction, and assessment.

INSTRUCTIONS

1. The facilitator should use large chart paper or an overhead projector to demonstrate or model that the participants are to identify a vital need for enhancing rigorous social studies assessment. The facilitator could draw a mental map showing the workshop site in the center and the route he or she took to arrive at the site. The facilitator would then draw and explain a "scene" which would show the vital need for rigorous social studies programs and assessments. For example, one might draw a "scene" showing a City Hall or another place where people vote and explain the vital need for students to understand the procedures in order to fulfill their duties as citizens. One might also draw a "scene" of a business that would be symbolic of the need to have basic understanding of economics.
2. Form small groups of _____ people.
3. Please introduce yourself to others in the small group.
4. Design and draw a mental map that connects all of your homes to the workshop site. First, locate and draw your homes. Second, for each leg along the journey, draw and label ONE SCENE that reminds you of the vital need for enhancing rigorous social studies programs with a variety of assessments.
5. You will have _____ minutes to perform this task. Please be prepared to share some of your social studies "scenes" with the large group at a designated time.
6. The evaluative criteria for your task:
 - f) The mental map should be a sketch map with each "scene" labeled. This is not an exercise to assess the quality of the participants' cartographic techniques and skills!
 - g) The mental map should identify the social studies "scenes."
 - h) The mental map may demonstrate elements of creativity! Compass roses, legends/keys and scales are optional!
7. What content was used in preparing the mental map? What was the role of prior knowledge?
8. Identify one performance, demonstration, content application, etc., that could be measured as a result of the mental map activity.
9. Discuss in debriefing groups the content and applicable assessment tasks or performances that may be extracted from the mental map activity.

MATERIALS

- Large chart paper
- Colored markers
- Masking tape
- Wall space or chart stands in the room

Strategy Four: "Making It Strange" Connecting Assessment

This strategy is designed to help people get to know each other and engage in a creative experience related to assessment for social studies education.

PURPOSE

1. To utilize participants' prior knowledge about social studies and assessment.
2. To engage participants in conversations related to the social studies curriculum, instruction, and assessment.
3. To invite participants to be creative and flexible.

INSTRUCTIONS

1. Form small groups of 4-5 people.
2. The facilitator should distribute a piece of chart paper to each small group.
3. The facilitator should show one piece of chart paper, which is divided, into four parts and then ask the audience to give four nouns—one for each quadrant.
4. The facilitator should then ask the question: How is each of these nouns similar to social studies assessments?
5. Before starting this strategy, the facilitator should model a typical response on a large chart paper. Take one of the nouns and make a creative connection to social studies assessment.
6. The small groups will have _____ minutes to brainstorm and record ideas for each of the nouns. No idea is too outrageous!!
7. The groups should be prepared to share 3 of their most creative ideas with the whole group at a designated time.

MATERIALS NEEDED

- A large chart paper for each small group
- Colored markers for each group
- Masking tape
- Wall space or chart stands in the room

Please note: All of these ideas for icebreaker strategies can be adjusted for unique situations and audiences.

SAMPLE STRATEGIES FOR USING THE CSSAP PROFESSIONAL DEVELOPMENT MANUAL OR CD

Strategy One: "A CSSAP Scavenger Hunt" or "Navigating Some CSSAP Waters"

PURPOSES

1. To give participants an opportunity to explore various sections of the **CSSAP Professional Development Manual** or CD.
2. To help participants identify the reasons, components, and possibilities for using CSSAP in their schools and districts.

INSTRUCTIONS

1. The facilitator should distribute the list of scavenger items from Table 7.1. Give each small group of 2 to 3 people 5 or 6 of the items to use in the CSSAP Scavenger Hunt. Each group may be given the same items or a variety of items from the big list.
2. Participants will have _____ minutes to find each of the items.
3. After participants have found their items, the facilitator should give them _____ minutes to discuss and record responses to these questions on large chart paper:
 - What did we find in the Scavenger Hunt that was "new" for us? What was "old" for us?
 - How could we use CSSAP in our schools or districts to help us enhance social studies curriculum, instruction, and assessment?
 - How could CSSAP help improve our students' learning and performance in social studies?
4. Participants should share their responses from the large chart paper with the whole group.
5. The facilitator could create other items depending on the desired outcomes for a particular professional development session.

MATERIALS:

- Lists of items for the Scavenger Hunt (See Table 7.1.)
- Large chart paper for each small group
- Colored markers
- Masking tape
- **Professional Development Manuals** (print or CD)
- If CDs are used, one computer will be needed for every 2-3 people

Table 7.1. List of Scavenger Hunt Items

- CSSAP Assessment Modules? I think we have just one model, but many modules.
- Connecting Web Sites for Social Studies?
- CSSAP = An acronym for-----?
- Three Types of Assessments?
- Three purposes of CSSAP?
- CSSAP's Consensus Framework Themes for Assessment?
- Products to use from CSSAP?
- Reasons for Aligning Curriculum, Instruction, and Assessment Based on Standards?
- Types of Stimuli?
- Two uses for the CSSAP Portfolio?
- Two examples of Non-Aligned and Aligned Instructional Programs?
- Sample Icebreaker Strategies for CSSAP?
- Three resources for Social Studies Assessment?
- Two relationships between CSSAP and State and National Standards?
- Four Ideas for Developing Your Own Social Studies Assessments?
- CCSSO, OERI, ACT, MO DESE, and NGS—and Their Roles in CSSAP: What do these acronyms stand for and how do they relate to CSSAP?
- Define Selected Response, Constructed Response, and Performance Tasks.
- What are the CSSAP Instruments?

Strategy Two: "Making Some Connections"—Linking CSSAP's Consensus Framework Themes for Assessment with National and State Standards**PURPOSE**

1. To help participants use Sections II and V in the **CSSAP Professional Development Manual** or CD.
2. To help participants use their state standards or national content standards in conjunction with CSSAP's Consensus Framework Themes for Assessment.

INSTRUCTIONS

1. Participants should take a few minutes to familiarize themselves with Section I in order to get a big picture of the national content standards and CSSAP's Consensus Framework Themes for Assessment.
2. In small groups, participants may then spend _____ minutes examining CSSAP's Consensus Framework Themes for Assessment for Civics, Economics, Geography, and History. Or, each small group could focus its attention on ONE of the disciplines and the themes. In this "jigsaw" approach, the small groups should be prepared to share their connections with the whole group at a designated time.
3. After the groups are organized, they should "connect" CSSAP's Consensus Framework Themes to a national content standard or a content standard from their state framework.

MATERIALS

- Multiple copies of "Connecting the CSSAP Framework Themes To National and State Standards" in Table 7.2. These copies should be reproduced on paper.
- Copies of the participants' state standards (one set per person)

Table 7.2 - "Connecting the CSSAP Framework Themes to State and National Standards."

Directions: Please address one item at a time and find appropriate "connections."

Item	Content Area ☒ Check one	CSSAP Theme	State Standard and Indicator/Benchmark	National Standard
#1	☐ Civics ☐ Economics ☐ Geography ☐ History			
#2	☐ Civics ☐ Economics ☐ Geography ☐ History			
#3	☐ Civics ☐ Economics ☐ Geography ☐ History			

SAMPLE AGENDAS FOR CSSAP PROFESSIONAL DEVELOPMENT

**SAMPLE AGENDA NO. 1
A TWO- TO THREE-HOUR CSSAP AWARENESS WORKSHOP**

"WHAT IS NEW WITH SOCIAL STUDIES ASSESSMENT FROM CSSAP"?

INTENDED GOALS FOR THE WORKSHOP

As a result of participating in this workshop, you will:

1. Become familiar with the origin and scope of CSSAP.
2. Learn how to use the CSSAP Manual and/or CD.
3. Review the various types of assessment utilized by CSSAP.
4. Know how to use information to inform classroom instruction.

AGENDA SECTIONS

1. Introductions and Desired Outcomes for the session.
2. Assessment Icebreaker i.e., "Modified Assessment Bingo", "Change Maps," or "Stories From the Past." (Directions for this task are in this section.)
3. CSSAP Professional Development Strategy i.e., "A CSSAP Scavenger Hunt " or "Navigating Some CSSAP Waters." (Directions for this strategy are in this section.)
4. Helpful Hints for using the CSSAP document or CD.
5. Reflections and Evaluations.
6. Closure and Next Steps.

**SAMPLE AGENDA NO. 2:
A FULL DAY-CSSAP AWARENESS AND ITEM-DESIGNING WORKSHOP
"EXPLORING SOCIAL STUDIES ASSESSMENT FOR SCHOOLS AND DISTRICTS"**

INTENDED GOALS

As a result of participating in this workshop, you will:

1. Understand the purpose and scope of CSSAP.
2. Learn how to use the CSSAP Manual and/or CD.
3. Identify the relationships between state and national content standards for social studies and the CSSAP Consensus Framework Themes for Assessment.
4. Review the various types of assessment utilized by CSSAP.
5. Design your own assessment items.
6. Know how to use this information to inform classroom assessment.

AGENDA SECTIONS

1. Introductions and Desired Outcomes for this Professional Development Experience
2. PowerPoint presentation of CSSAP Awareness Message.
3. Select an Assessment Icebreaker, such as "Change Maps", "Stories from the Past", or others in this section.
4. "Scavenger Hunt" Strategy in this section.
5. "Making Some Connections—Linking CSSAP's Consensus Framework Themes for Assessment with National and State Standards."
6. Overview of CSSAP Types of Items (see Section V).
7. Applications Session—Designing Assessment Items, Criteria, and Hints for Success. (This session could take two hours or more depending on the types of items and time available; See Section V).
8. Reflection Time for Participants—An essential question might be: "Based on what you have learned and experienced during this professional development session, how might your school or district use the components from CSSAP?" (One hour)
9. Revise items based on reflection.
10. Closure, next steps, and evaluations.

Please note that these Sample Agendas should be customized for particular audiences and situations.

ADDITIONAL WORKSHOP SUGGESTIONS

Following are brief descriptions of additional workshops that are different from those proposed for Sections 1 through 6.

1. Item Pool Triage

This workshop may be used in conjunction with items in Section V of the **CSSAP Professional Development Manual**, where there are several released items. This strategy may be used to prepare teachers to review CSSAP assessment items for use in assessment programs. Such items should be CSSAP released items.

PURPOSE OF WORKSHOP

1. Identify from a pool of items the best items that may be used in state or local assessments.
2. Revise and improve assessment-related skills:
 - a. Evaluate assessment items.
 - b. Revise assessment items.

MATERIALS

- A set of social studies assessment items from the CSSAP pool of released items or from other sources.
- Criteria for evaluating multiple-choice items, short-answer constructed-response items, and extended-response constructed-response items. (See Section V)
- National, state, and/or local content standards for civics, economics, geography, and/or history in the social studies.
- Reference materials are needed, which may be used to check for and correct content in items being reviewed.

STRATEGIES

- a) Workshop participants are provided with the materials cited above and are given time to survey them.
- b) Participants are divided into groups of 2–5 people.
- c) Participants, working in groups, are asked to examine items in the set of social studies assessment items, and to separate the items into three groups based on the criteria for assessing items and the content standards used as content alignment criteria.
 - Group A. Items that meet the criteria well, which can be used as they are in a specific course or unit.
 - Group B. Items that meet some of the criteria, which need some modification to make them acceptable.
 - Group C. Items that fail to meet the criteria, and are rejected.
- d) For those items that fall in the second group, participants are directed to make revisions in them to make them acceptable for courses or units that they teach.
- e) One or more of the other small groups of participants reviews the revisions carried out by each of the groups and offers suggestions for further improvements, if needed.

ADDITIONAL WORKSHOP SUGGESTIONS

2. Task Analysis of Assessment Items

This workshop may be used in conjunction with any social studies assessment items including released items from CSSAP or from state assessments.

PURPOSES OF WORKSHOP

1. Practice skills of inferring what knowledge and skills students need in order to respond well to given social studies assessment items.
2. Improve skills of planning strategies needed to teach the requisite knowledge and skills.

MATERIALS

- A small set of social studies assessment items. (Some or all of the items in the set should be extended-response items.)

STRATEGIES

1. Distribute the items.
2. Structure the activity by dividing participants into small groups and explaining that for each item they will be expected to address the following questions:
 - What criteria must be met in order for a response to be classified as a top-score response? (If such information is provided in the scoring guide, the participants could be directed to discuss whether the scoring guide might be improved.)
 - What (a) knowledge and (b) skills are required in order to deliver a top-score response?
 - What strategies may be used to teach students the knowledge and skills that were identified as required for a top-score response?
- Model what they are to do in the entire group using one assessment item, either using a handout or a transparency or both. (The item could be a CSSAP released item or a released item from a state's assessment.)
- Have groups analyze specific items according to the directions in Strategy 2.
- Allow groups to share ideas with each other and offer suggestions.

ADDITIONAL WORKSHOP SUGGESTIONS

3. Designing a Unit Test

This strategy could be used in conjunction with any unit that a group of teachers is planning to teach some time in the near future. Following are some examples: a unit focused on the U.S. and/or state constitution (civics); a unit focused on the physical and cultural features of a country or region (geography); a unit dealing with money, exchange, trade, or economic systems (economics); or a unit focused on the causes and aftermath of some major event such as the Columbian Exchange, the Russian Revolution, or the Great Depression (history). The activity could also be adapted to designing the final examination for a course.

Depending on the time available, all strategies or just some of the strategies listed below may be used. For example, if time is limited, the workshop might involve no item writing. Instead, it may focus on developing the blueprint for a unit test. In that case, Strategy 3e, which could consume much time, should be eliminated.

PURPOSES OF THE WORKSHOP

1. Clarify the objectives for a unit that will be taught.
2. Develop skills in how to design a unit test.

MATERIALS

- Text and other reference materials pertinent to planning and teaching a specific unit.
- Selected handout materials found in Section V.

STRATEGIES

- Organize participants in small groups, each of which consists of teachers teaching the same course at the same grade level.
- Have participants identify one unit they will be teaching in the near future.
- Direct participants to address the following issues in order:
 - a. What knowledge and skills objectives (desired outcomes) should be used for the unit?
 - b. How should the objectives be prioritized so far as their importance is concerned?
 - c. In testing students about the content and skills presented in the unit, what proportion of the test should be devoted to each of the objectives?
 - d. Develop a test blueprint that addresses each objective. Consider:
 - What kinds of items should be used: multiple-choice, short-answer, or extended-response? (Should a performance task also be considered for the unit assessment?)
 - How many items and score points, if any, should be allocated to multiple-choice items, short-answer items, and/or extended-response items? (Table 7.3 below may be used for this part of the activity.)
 - e. Draft a set of items that could be used to carry out some or all of the test blueprint.

Share work with other groups, and as a total group identify steps that may be taken to improve upon the blueprint and the set of items that may be used to constitute the test.

Table 7-3. Score Points to Be Allocated to Different Types of Items by Objective

	Multiple-Choice	Short-Answer	Extended-Response	Performance Task
Objective 1				
Objective 2				
Objective 3				

(Optional) What proportion of the items should be at the various cognitive levels (i.e., knowledge, comprehension, interpretation, application, analysis, synthesis, or evaluation, including the making and justification of decisions)?

Table 7-4. Levels of Thinking to Be Addressed by Items by Objective

	Knowledge	Comprehension	Interpretation	Application	Analysis	Synthesis	Evaluation
Objective 1							
Objective 2							
Objective 3							

ADDITIONAL WORKSHOP SUGGESTIONS

4. Learning What Students Know and Can Do, Based on an Analysis of Their Answers to Assessment Items

Anytime a test is given, student responses may be examined in order to draw inferences about what they know and can do. In this activity teachers are given a copy of a test previously taken by a group of students and a set of student responses to the test questions.

PURPOSE OF THE WORKSHOP

3. Develop skills in making inferences about student proficiencies based on how they perform on specific assessment items.
4. Identify objectives for future instruction in order to help students improve their performance in the future.

MATERIALS

Each participant—or every other participant—will need identical copies of the following:

- A test students have taken.
- A set of student responses to the test.

STRATEGIES

Depending on time constraints, the workshop facilitator may choose to use only some of the following strategies.

1. Group workshop participants in groups of 2 or 4 people.
2. Distribute materials to each group.
3. For one extended-response item, chosen by the groups or by the workshop facilitator,
 - a. Classify student responses according to their quality. That is, place in separate stacks respectively those that are excellent, good, fair, and poor.
 - b. List what students appear to know and be able to do based upon an analysis of their answers, considering the range of responses, from excellent to poor, and the number of responses in each category. (Poor responses may reveal problems regarding students' test-taking skills, their thinking skills, or their lack of knowledge.)
 - c. Identify strategies that may be used to teach students the knowledge and skills they lack.
4. Strategy 3 could be repeated one or more times.
5. (Optional) If the workshop facilitator wants to adapt Strategy 3 for one or more short answer items, the following strategies may be used:
 - a. Classify student responses according to their quality. That is, place in separate stacks respectively those that are good, fair, and poor.
 - b. Make a record of how students have answered the question, and tally how many times students give the same answer.
 - c. List what students know and are able to do based upon an analysis of their answers.
 - d. Identify strategies that may be used to teach students the knowledge and skills they seem not to have or that they seem to have at a low level.
6. (Optional) If the workshop facilitator wants to adapt Strategy 3 for one or more multiple-choice items, the following strategies may be used:
 - a. Tally the responses to each of the four options (i.e., for the keyed answer and the three foils).

- b. Determine the proportion (percent) each option received.
 - c. List what students appear to know and be able to do based on an analysis of their errors.
 - d. Identify strategies that may be used to teach students the knowledge and skills they seem not to have or that they seem to have at a low level.
7. Debrief the workshop, discussing what the entire group learned from its analysis of student responses. Discuss how analyses of student responses can and should be carried out in the future.

ADDITIONAL WORKSHOP SUGGESTIONS

5. Relating Assessment Items to State Standards

The items to be used in this activity may be released CSSAP items, items in a standardized test, or items in a teacher-made pool of items or test. This workshop may be carried out in conjunction with Workshops No. 1 and No. 4 discussed earlier in this Section.

PURPOSE OF THE WORKSHOP

- To determine the relationship between a set of assessment items and the state's content and process standards.
- To evaluate assessment items in the light of state standards.

MATERIALS

3. Knowledge and process standards from the participants' state.
4. A set of test items.

STRATEGIES

1. Help participants familiarize themselves with the state's knowledge and process standards, if necessary.
2. For each assessment item in the pool of items being used at the workshop, determine which state standards the item is assessing.
3. Determine which state standards are (and are not) being addressed by the set of items.

WORKSHOP SUGGESTIONS FOR SECTION VII:

Strategies for Professional Development in Social Studies Assessment

DESCRIPTION OF WORKSHOP:

The workshop on Section VII focuses on the process of developing professional development workshops for assessment in social studies. Some of the ideas in this section can be used with any of the workshops in conjunction with workshops related to other sections of this **Professional Development Manual**; others are tailored to specific sections of the CD.

WORKSHOP OBJECTIVES

At the conclusion of the workshop the participants will:

- a. Demonstrate several strategies to use in presenting professional development workshops on social studies assessment.
- b. Apply strategies and develop agendas that result in successful professional development workshops.

WORKSHOP STRATEGIES

Step 1: Distribute Section VII of the **CSSAP Professional Development Manual** to the participants.

Step 2: Use the overhead transparencies or PowerPoint slides to introduce the section. The overheads and slides are selected to present the main points of the section as questions that are pertinent to the participants.

- a. Review the guiding principles for designing an effective professional development workshop. Share the principles with the participants in the workshop and discuss each of the points presented in Section VII.
- b. Use icebreaker strategies early in the workshop. This will help the participants become familiar with the various components of the **Professional Development Manual**.

MATERIALS

- Section VII of the **CSSAP Professional Development Manual**
- Overhead transparencies or PowerPoint slides from Section VII (Appendix)
- Overhead projector
- Compact Disk (CD) if available, computer, and computer projector.

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Social Studies Assessment References and Resources

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- Learning About Our World and Our Past: Using the Tools and Resources of Geography and U.S. History
- 1994 NAEP U.S. History Group Assessment
- Civics Framework for the 1998 National Assessment of Educational Progress
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Kentucky

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- 1996-1997: Multiple-Choice Items: Grades 5, 8, 11.
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Maine

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Massachusetts

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Michigan

- Grade 5: Social Studies Assessment Model. March 1998.
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Missouri

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National Standards for Civics and Government

The following standards are those for Grades 5-8. Parallel sets were also drafted for Grades K-4 and 9-12. They may be obtained from *National Standards for Civics and Government*, Calabasas, CA: Center for Civic Education.

I. What are civic life, politics, and government?

A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

Standard 1. Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government.

Following is an example of how this specific standard is presented in more detail in *National Standards for Civics and Government*, Calabasas, CA: Center for Civic Education, 1994, pp. 45-46. Similar detail is presented for all of the other standards in civics and government.

To achieve this standard, students should be able to

- define and distinguish between private life and civic life
 - **private life** concerns the personal life of the individual, e.g., being with family and friends, joining clubs or teams, practicing one's religious beliefs, earning money
 - **civic life** concerns taking part in the governance of the school, community, tribe, state, or nation, e.g., helping to find solutions to problems, helping to make rules and laws, serving as elected leaders
- describe **politics** as the ways people whose ideas may differ reach agreements that are generally regarded as binding on the group, e.g., presenting information and evidence, stating arguments, negotiating, compromising, voting
- describe **government** as the people and institutions with authority to make, carry out, enforce laws, and manage disputes about law
 - define authority as the right, legitimized by custom, law, consent, or principles of morality, to use power to direct or control people
 - identify institutions with authority to direct or control the behavior of members of a society, e.g., a school board, city council, state legislature, courts, Congress
 - define power without authority as power that is not legitimized by custom, law, consent, or principles of morality
 - identify examples of the exercise of power without authority, e.g., a street gang, a military junta, a self-proclaimed dictatorship

[Without government:] No arts; no letters; no society; and which is worst of all, continual fear and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.

Thomas Hobbes (1651)

Standard 2. Necessity and purposes of government. Students should be able to evaluate, take, and defend positions on why government is necessary and the purposes government should serve.

B. What are the essential characteristics of limited and unlimited government?

Standard 1. Limited and unlimited governments. Students should be able to describe the essential characteristics of limited and unlimited governments.

Standard 2. The rule of law. Students should be able to explain the importance of the rule of law for the protection of individual rights and the common good.

C. What are the nature and purposes of constitutions?

Standard 1. Concepts of "constitution." Students should be able to explain alternative uses of the term "constitution" and to distinguish between governments with a constitution and a constitutional government.

Standard 2. Purposes and uses of constitutions. Students should be able to explain the various purposes constitutions serve.

Standard 3. Conditions under which constitutional government flourishes. Students should be able to explain those conditions that are essential for the flourishing of constitutional government.

D. What are alternative ways of organizing constitutional governments?

Standard 1. Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems.

Standard 2. Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of confederal, federal, and unitary systems of government.

II. What are the foundations of the American Political System?**A. What is the American idea of constitutional government?**

Standard 1. The American idea of constitutional government. Students should be able to explain the essential ideas of American constitutional government.

B. What are the distinctive characteristics of American society?

Standard 1. Distinctive characteristics of American society. Students should be able to identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society.

Standard 2. The role of voluntarism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society.

Standard 3. Diversity in American society. Students should be able to evaluate, take, and defend positions on the value and challenges of diversity in American life.

C. What is American political culture?

Standard 1. American identity. Students should be able to explain the importance of shared political values and principles to American society.

Standard 2. The character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity.

D. What values and principles are basic to American constitutional democracy?

Standard 1. Fundamental values and principles. Students should be able to explain the meaning and importance of the fundamental values and principles of American constitutional democracy.

Standard 2. Conflicts among values and principles in American political and social life. Students should be able to evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict.

Standard 3. Disparities between ideals and reality in American political and social life. Students should be able to evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.

III. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?**A. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?**

Standard 1. Distributing, sharing, and limiting powers of the national government. Students should be able to explain how the powers of the national government are distributed, shared, and limited.

Standard 2. Sharing of powers between the national and state governments. Students should be able to explain how and why powers are distributed and shared between national and state governments in the federal system.

B. What does the national government do?

Standard 1. Major responsibilities for domestic and foreign policy. Students should be able to explain the major responsibilities of the national government for domestic and foreign policy.

Standard 2. Financing government through taxation.

C. How are state and local governments organized and what do they do?

Standard 1. State governments. Students should be able to explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution.

Standard 2. Organization and responsibilities of state and local governments. Students should be able to describe the organization and major responsibilities of state and local governments.

D. Who represents you in local, state, and national governments?

Standard 1. Who represents you in legislative and executive branches of your local, state, and national governments? Students should be able to identify their representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments.

E. What is the place of law in the American constitutional system?

Standard 1. The place of law in American society. Students should be able to explain the importance of law in the American constitutional system.

Standard 2. Criteria for evaluating rules and laws. Students should be able to explain and apply criteria useful in evaluating rules and laws.

Standard 3. Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding judicial protection of individual rights.

F. How does the American political system provide for choice and opportunities for participation?

Standard 1. The public agenda. Students should be able to explain what is meant by the public agenda and how it is set.

Standard 2. Political communication. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life.

Standard 3. Political parties, campaigns, and elections. Students should be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.

Standard 4. Associations and groups. Students should be able to explain how interest groups, unions, and professional organizations provide opportunities for citizens to participate in the political process.

Standard 5. Forming and carrying out public policy. Students should be able to explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.

IV. What is the relationship of the United States to other nations and to world affairs?

A. How is the world organized politically?

Standard 1. Nation-states. Students should be able to explain how the world is organized politically.

Standard 2. Interaction among nation-states. Students should be able to explain how nation-states interact with each other.

Standard 3. United States' relations with other nation-states. Students should be able to explain how United States foreign policy is made and the means by which it is carried out.

Standard 4. International organizations. Students should be able to explain the role of major international organizations in the world today.

B. How has the United States influenced other nations and how have other nations influenced American politics and society?

Standard 1. Impact of the American concept of democracy and individual rights on the world. Students should be able to describe the influence of American political ideas on other nations.

Standard 2. Political, demographic, and environmental developments. Students should be able to explain the effects of significant political, demographic, and environmental trends in the world.

V. What are the roles of the citizen in American democracy?

A. What is citizenship?

Standard 1. The meaning of citizenship. Students should be able to explain the meaning of American citizenship.

Standard 2. Becoming a citizen. Students should be able to explain how one becomes a citizen of the United States.

B. What are the rights of citizens?

Standard 1. Personal rights. Students should be able to evaluate, take, and defend positions on issues involving personal rights.

Standard 2. Political rights. Students should be able to evaluate, take, and defend positions on issues involving political rights.

Standard 3. Economic rights. Students should be able to evaluate, take, and defend positions on issues involving economic rights.

Standard 4. Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.

C. What are the responsibilities of citizens?

Standard 1. Personal responsibilities. Students should be able to evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

Standard 2. Civic responsibilities. Students should be able to evaluate, take, and defend positions on the importance of civic responsibilities to the individual and society.

D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

Standard 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. Students should be able to evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy.

E. How can citizens take part in civic life?

Standard 1. Participation in civic and political life and the attainment of individual and public goals. Students should be able to explain the relationship between participating in civic and political life and the attainment of individual and public goals.

Standard 2. The difference between political and social participation. Students should be able to explain the difference between political and social participation.

Standard 3. Forms of political participation. Students should be able to describe the means by which Americans can monitor and influence politics and government.

Standard 4. Political leadership and public service. Students should be able to explain the importance of political leadership and public service in a constitutional democracy.

Standard 5. Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.

National Standards for Economics

The following standards may be found in the publication, *National Voluntary Content Standards in Economics*, New York, The National Council on Economic Education 1999.

Standard 1. Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Concepts: scarcity; choice; goods; services; wants; opportunity cost; consumers; productive resources; natural resources; human resources; capital resources; human capital; entrepreneurs; producers

Following is an example of how this specific standard is broken into benchmarks, using the Grade 8 benchmark as an example. Similar detail is provided for benchmarks of Grades 4 and 12.

At the completion of Grade 8, students will know the Grade 4 benchmarks for this standard, and also that:

At the completion of Grade 8, students will use this knowledge to:

1. Scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.	1. Work in groups representing a scout troop that has volunteered to assist at a local nursing home on Saturday morning. The nursing home has a list of 30 possible projects, all of which it would like completed. Explain why all 30 projects cannot be completed on a Saturday morning.
2. Like individuals, governments and societies experience scarcity because human wants exceed what can be made from all available resources.	2. Role-play a city council meeting called to allocate a budget of \$100,000. The council would like to buy four new police cars at \$25,000 each, repair two senior citizen centers at \$50,000 each, and build two new tennis courts at \$50,000 each. Explain why a choice must be made, decide how the city council should spend its money, describe the trade-offs made, and identify the opportunity cost of the decision.
3. Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.	3. Determine criteria for selecting a stereo and identify the trade-offs made when selecting one stereo over another.
4. The choices people make have both present and future consequences.	4. Analyze the consequences of choosing not to study for a final exam and identify when those consequences occur.
5. The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies.	5. Individually develop a solution to a problem that affects everybody in the class and identify the opportunity cost. Compare the solutions and explain why solutions and opportunity costs differ among students.

Standard 2. Effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something: few choices are "all or nothing" decisions.

Concepts: decision-making; marginal analysis; cost; benefit; profit maximization

Standard 3. Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

Concepts: economic systems; market economy; command economy; traditional economy; What? How? For Whom?

Standard 4. People respond predictably to positive and negative incentives.

Concepts: incentives; choice

Standard 5. Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.

Concepts: exchange; barter; voluntary exchange; barriers to trade; imports; exports

Standard 6. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

Concepts: specialization; gains from trade; comparative advantage; absolute advantage; investment in human capital; division of labor; productivity; interdependence; relative prices; productive resources; transaction costs; factor endowments

Standard 7. Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

Concepts: markets; prices; producers; consumers; relative prices; equilibrium price; quantity demanded; quantity supplied; exchange rate; shortage; surplus

Standard 8. Prices send signals and provide incentives to buyers and sellers.

Concepts: When supply or demand changes, market prices adjust, affecting incentives; prices; law of demand; law of supply; substitute goods; determinants of demand; determinants of supply; price ceilings; price floors

Standard 9. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

Concepts: competition; levels of competition

Standard 10. Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.

Concepts: economic institutions; banking; saving; interest; savers; borrowers; labor unions; non-profit organizations; property rights; legal foundations of a market economy; legal forms of business

Standard 11. Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

Concepts: role and function of money; money; definition of money; exchange; currency; money supply

Standard 12. Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.

Concepts: interest rate; real vs. nominal; risk; monetary policy

Standard 13. Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

Concepts: labor, human resources; marginal resource product; wage; investment in human capital; labor market; prices of inputs; derived demand; personal distribution of income; functional distribution of income

Standard 14. Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.

Concepts: entrepreneurship; invention; innovation; benefit; cost; risk; profit; costs of production; taxes

Standard 15. Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

Concepts: investment; human capital; physical capital; standard of living; productivity; technological change; economic growth; intensive growth; opportunity cost; risk; trade-off; interest rates; incentives

Standard 16. There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

Concepts: role of government; distribution of income; taxes; bonds; public goods; externalities; maintain competition; regulation; income tax; transfer payments; non-clearing markets; monopolies; property rights

Standard 17. Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees, because of actions by special interest groups that can impose costs on the general public, or because social goals other than economic efficiency are being pursued.

Concepts: cost; benefit; barriers to trade; special interest groups

Standard 18. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

Concepts: macroeconomic indicators; GDP; circular flow; potential GDP; per capita GDP; nominal and real GDP

Standard 19. Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing

power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

Concepts: inflation; unemployment; labor force; unemployment rate; types of unemployment; CPI

Standard 20. Federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

Concepts: federal budget; fiscal policy; monetary policy; budget deficit; budget surplus; national debt; causes of inflation; tools of the Federal Reserve; open market operations; discount rate; reserve requirement.

National Geography Standards

The following information may be obtained from *Geography For Life: National Geography Standards 1994*, Geography Education Standards Project.

The National Geography Standards were established as a framework that provides guidelines on what students should know and be able to do in geography. The 18 standards listed below are categorized into six essential elements.

ESSENTIAL ELEMENT 1. THE WORLD IN SPATIAL TERMS

The geographically informed person knows and understands:

Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Following is an example of how this specific standard is presented in more detail for middle school grades in the National Geography Standards. (Geography Education Standards Project, *Geography For Life: National Geography Standards 1994*, Washington, DC: National Geographic Research and Exploration, 1994, pp. 144-145. Similar detail is presented for grades K-4 and 9-12 for this and for all of the other geography standards.

By the end of the eighth grade, the student knows and understands:

1. The characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models
2. How to make and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns
3. The relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems

Therefore, the student is able to:

- A. Describe the essential characteristics and functions of maps and geographic representations, tools, and technologies, as exemplified by being able to:
 - Describe the purposes and distinguishing characteristics of selected map projections and globes, aerial photographs, and satellite-produced images
 - Explain map essentials (e.g., scale, directional indicators, symbols)
 - Explain the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information)
- B. Develop and use different kinds of maps, globes, graphs, charts, databases, and models, as exemplified by being able to:
 - Use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world (e.g., patterns of population, disease, economic features, rainfall, vegetation)
 - Use data to develop maps and flowcharts showing major patterns of movement of people and commodities (e.g., international trade in petroleum, wheat, cacao)

- Construct a model depicting Earth-Sun relationships and use it to explain such concepts as Earth's axis, seasons, rotation, revolution, and principal lines of latitude and longitude
- C. Evaluate the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems, as exemplified by being able to:**
- Choose the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography and transportation routes)
 - Evaluate the advantages and disadvantages of using a map or a cartogram to illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of year)
 - Evaluate the merits of using specific map projections for specific purposes (e.g., use of the Mercator projection for navigation and the Robinson projection for depicting a real distributions)
- D. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth, as exemplified by being able to**
- Develop criteria to draw regional service boundaries on maps (e.g., assign students to schools in a rapidly growing suburban area)
 - Use maps to understand patterns of movement in space and time (e.g., mapping hurricane tracks over several seasons; mapping the spread of influenza throughout the world)
 - Use maps to make and justify decisions about the best location for facilities (e.g., a place to build a restaurant, locate a recycling center, or select and develop a factory site)

Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

ESSENTIAL ELEMENT 2. PLACES AND REGIONS

The geographically informed person knows and understands:

Standard 4: The physical and human characteristics of places.

Standard 5: That people create regions to interpret Earth's complexity

Standard 6: How culture and experience influence people's perceptions of places and regions.

ESSENTIAL ELEMENT 3. PHYSICAL SYSTEMS

The geographically informed person knows and understands:

Standard 7: The physical processes that shape the patterns of Earth's surface.

Standard 8: The characteristics and spatial distribution of ecosystems on Earth's surface.

ESSENTIAL ELEMENT 4. HUMAN SYSTEMS

The geographically informed person knows and understands:

Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.

Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

Standard 11: The patterns and networks of economic interdependence on Earth's surface.

Standard 12: The processes, patterns, and functions of human settlement.

Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

ESSENTIAL ELEMENT 5. ENVIRONMENT AND SOCIETY

The geographically informed person knows and understands:

Standard 14: How human actions modify the physical environment.

Standard 15: How physical systems affect human systems.

Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

ESSENTIAL ELEMENT 6. THE USES OF GEOGRAPHY

The geographically informed person knows and understands:

Standard 17: How to apply geography to interpret the past.

Standard 18: How to apply geography to interpret the present and plan for the future.

National History Standards

The following information may be obtained from *National Standards for History, Basic Edition*. Los Angeles: National Center for History in the Schools, 1996.

STANDARDS IN HISTORICAL THINKING

Standard 1. Chronological Thinking

- Distinguish between past, present, and future time.
- Identify in historical narratives the temporal structure of a historical narrative or story.
- Establish temporal order in constructing historical narratives of their own.
- Measure and calculate calendar time.
- Interpret data presented in time lines.
- Reconstruct patterns of historical succession and duration.
- Compare alternative models for periodization.

Following is an example of how this specific standard is presented in more detail for Grades 5-12 in the National History Standards. (*National Standards for History, Basic Edition*. Los Angeles: National Center for History in the Schools, 1996, p. 62). Similar detail is provided for each of the other standards.

- A. **Distinguish between past, present, and future time.**
- B. **Identify the temporal structure of a historical narrative or story:** its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- C. **Establish temporal order in constructing historical narratives of their own:** working forward from some beginning through its development, to some end or outcome; working *backward* from some issue, problem, or event to explain its origins and its development over time.
- D. **Measure and calculate calendar time** by days, weeks, months, years, decades, centuries, and millennia, from fixed points of the calendar system: BC (before Christ) and AD (*Anno Domini*, "in the year of our Lord) in the Gregorian calendar and the contemporary secular designation for these same dates. BCE (before the Common era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BCE, the founding of the city of Rome) and the Muslim (622 CE, the Hegira).
- E. **Interpret data presented in time lines and create time lines** by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- F. **Reconstruct patterns of historical succession and duration** in which historical developments have unfolded, and apply them to **explain historical continuity and change.**
- G. **Compare alternative models for periodization** by identifying the organizing principles on which each is based.

Standard 2. Historical Comprehension

- Reconstruct the literal meaning of a historical passage.
- Identify the central question(s) the historical narrative addresses.
- Read historical narratives imaginatively.

- Evidence historical perspectives.
- Draw upon data in historical maps.
- Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- Draw upon visual, literary, and musical sources.

Standard 3. Historical Analysis and Interpretation

- Identify the author or source of the historical document or narrative.
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Differentiate between historical facts and historical interpretations.
- Consider multiple perspectives.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Challenge arguments of historical inevitability.
- Compare competing historical narratives.
- Hold interpretations of history as tentative.
- Evaluate major debates among historians.
- Hypothesize the influence of the past.

Standard 4. Historical Research Capabilities

- Formulate historical questions.
- Obtain historical data.
- Interrogate historical data.
- Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5. Historical Issues-Analysis and Decision-Making

- Identify issues and problems in the past.
- Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- Identify relevant historical antecedents.
- Evaluate alternative courses of action.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision.

STANDARDS IN HISTORY FOR GRADES K-4

TOPIC 1. LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

Standard 1. Family Life Now and in the Recent Past; Family Life in Various Places Long Ago

Following is an example of how this specific standard is presented in more detail in the National History Standards. (*National Standards for History, Basic Edition*. Los Angeles: National Center for History in the Schools, 1996, p. 36) Similar detail is provided for each of the other standards.

The student is able to

- **K-4** — Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline. (Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures—i.e., single-parent families, foster homes, guardians raising children—teachers must be sensitive and protect family privacy.) **[Establish temporal order]**
- **K-4** — From data gathered through family artifacts, photos, and interviews with older relatives and/or other people who play a significant part in a student's life, draw possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past. **[Draw upon historical and visual data]**
- **K-4** — For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, homes, transportation, recreation, school and cultural traditions. **[Distinguish between past and present]**
- **K-4** — Examine and formulate questions about early records, diaries, family photographs, artifacts, and architectural drawings obtained through a local newspaper or historical society in order to describe family life in their local community or state long ago. **[Formulate historical questions]**
- **K-4** — Compare and contrast family life now with family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions. **[Compare and contrast]**

Standard 2. History of Students' Local Community and How Communities in North America Varied Long Ago

TOPIC 2. THE HISTORY OF THE STUDENTS' OWN STATE OR REGION

Standard 3. The People, Events, Problems, and Ideas that Created the History of Their State

TOPIC 3. THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLES FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC AND POLITICAL HERITAGE

Standard 4. How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols

Standard 5. The Causes and Nature of Various Movements of Large Groups of People Into and Within the United States, Now and Long Ago

Standard 6. Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

TOPIC 4. THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD

Standard 7. Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe

Standard 8. Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them

UNITED STATES HISTORY STANDARDS FOR GRADES 5-12

ERA 1. THREE WORLDS MEET (BEGINNINGS TO 1620)

Standard 1. The characteristics of societies in the Americas, western Europe, and West Africa that increasingly interacted after 1450

Following is an example of how this specific standard is presented in more detail in the National History Standards. (*National Standards for History, Basic Edition*. Los Angeles: National Center for History in the Schools, 1996, p. 77) Similar detail is provided for each of the other standards.

The student is able to

- **5-12** — Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. [**Compare and contrast different sets of ideas**]
- **5-12** — Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [**Reconstruct patterns of historical succession and duration**]
- **9-12** — Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization. [**Analyze multiple causation**]
- **7-12** — Explore the rise and decline of the Mississippian mound-building society. [**Analyze multiple causation**]

Standard 2. Early European exploration and colonization; the resulting cultural and ecological interactions

ERA 2. COLONIZATION AND SETTLEMENT (1585-1763)

Standard 1. The early arrival of Europeans and Africans in the Americas, and how these people interacted with Native Americans

Standard 2. How political institutions and religious freedom emerged in the North American colonies

Standard 3. How the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas

ERA 3. REVOLUTION AND THE NEW NATION (1754-1820s)

Standard 1. The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

Standard 2. How the American Revolution involved multiple movements among the new nation's many groups to reform American society

Standard 3. The institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system

ERA 4 EXPANSION AND REFORM (1801–1861)

Standard 1. United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Standard 2. How the industrial revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

Standard 3. The extension, restriction, and reorganization of political democracy after 1800

Standard 4. The sources and character of reform movements in the antebellum period and what the reforms accomplished or failed to accomplish

ERA 5 CIVIL WAR AND RECONSTRUCTION (1850–1877)

Standard 1. The causes of the Civil War

Standard 2. The course and character of the Civil War and its effects on the American people

Standard 3. How various reconstruction plans succeeded or failed

ERA 6 THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870–1900)

Standard 1. How the rise of big business, heavy industry, and mechanized farming transformed the American peoples

Standard 2. Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

Standard 3. The rise of the American labor movement, and how political issues reflected social and economic changes

Standard 4. Federal Indian policy and United States foreign policy after the Civil War

ERA 7 THE EMERGENCE OF MODERN AMERICA (1890–1930)

Standard 1. How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

Standard 2. The changing role of the United States in world affairs through World War I

Standard 3. How the United States changed from the end of World War I to the eve of the Great Depression

ERA 8 THE GREAT DEPRESSION AND WORLD WAR II (1929–1945)

Standard 1. The causes of the Great Depression and how it affected American society

Standard 2. How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

Standard 3. The origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

ERA 9 POSTWAR UNITED STATES (1945 TO EARLY 1970S)

Standard 1. The economic boom and social transformation of postwar America

Standard 2. The postwar extension of the New Deal

Standard 3. The Cold War and the Korean and Vietnam conflicts in domestic and international politics

Standard 4. The struggle for racial and gender equality and for the extension of civil liberties

ERA 10 CONTEMPORARY UNITED STATES (1968 TO THE PRESENT)

Standard 1. Major developments in foreign and domestic policies during the Cold War era

Standard 2. Major social and economic developments in contemporary America

WORLD HISTORY STANDARDS FOR GRADES 5-12

ERA 1. THE BEGINNINGS OF HUMAN SOCIETY

Standard 1. The biological and cultural processes that gave rise to the earliest human communities

Following is an example of how this specific standard is presented in more detail in the National History Standards. (*National Standards for History, Basic Edition*. Los Angeles: National Center for History in the Schools, 1996, p. 138) Similar detail is provided for each of the other standards.

The student is able to

- 5-12 — Infer from archaeological evidence the characteristics of early African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire. [Interrogate historical data]
- 7-12 — Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development. [Interrogate historical data]
- 7-12 — Trace the approximate chronology, sequence, and territorial range of early hominid evolution in Africa from the Australopithecines to Homo erectus. [Establish temporal order in constructing historical narratives]

Standard 2. The processes that led to the emergence of agricultural societies around the world

ERA 2. EARLY CIVILIZATIONS AND THE EMERGENCE OF PASTORAL PEOPLES, 4000-1000 BCE

Standard 1. The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley

Standard 2. How agrarian societies spread and new states emerged in the third and second millennia BCE

Standard 3. The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

Standard 4. Major trends in Eurasia and Africa from 4000 to 1000 BCE**ERA 3. CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND GIANT EMPIRES, 1000 BCE-300 CE**

Standard 1. Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith**Standard 2.** The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE**Standard 3.** How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE**Standard 4.** The development of early agrarian civilizations in Mesoamerica**Standard 5.** Major global trends from 1000 BCE-300 CE**ERA 4. EXPANDING ZONES OF EXCHANGE AND ENCOUNTER, 300-1000 CE**

Standard 1. Imperial crises and their aftermath, 300-700 CE**Standard 2.** Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries**Standard 3.** Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE**Standard 4.** The search for political, social, and cultural redefinition in Europe, 500-1000 CE**Standard 5.** The development of agricultural societies and new states in tropical Africa and Oceania**Standard 6.** The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE**Standard 7.** Major global trends from 300-1000 CE**ERA 5. INTENSIFIED HEMISPHERIC INTERACTIONS, 1000-1500 CE**

Standard 1. The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion**Standard 2.** The redefining of European society and culture, 1000-1300 CE**Standard 3.** The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350**Standard 4.** The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries**Standard 5.** Patterns of crisis and recovery in Afro-Eurasia, 1300-1450**Standard 6.** The expansion of states and civilizations in the Americas, 1000-1500**Standard 7.** Major global trends from 1000-1500 CE**ERA 6. THE EMERGENCE OF THE FIRST GLOBAL AGE, 1450-1770**

Standard 1. How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations

Standard 2. How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750

Standard 3. How large territorial empires dominated much of Eurasia between the 16th and 18th centuries

Standard 4. Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750

Standard 5. Transformations in Asian societies in the era of European expansion

Standard 6. Major global trends from 1450 to 1770

ERA 7. AN AGE OF REVOLUTIONS, 1750-1914

Standard 1. The causes and consequences of political revolutions in the late 18th and early 19th centuries

Standard 2. The causes and consequences of the agricultural and industrial revolutions, 1700-1850

Standard 3. The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870

Standard 4. Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914

Standard 5. Patterns of global change in the era of Western military and economic domination, 1800-1914

Standard 6. Major global trends from 1750-1914

ERA 8. A HALF-CENTURY OF CRISIS AND ACHIEVEMENT, 1900-1945

Standard 1. Reform, revolution, and social change in the world economy of the early 20th century

Standard 2. The causes and global consequences of World War I

Standard 3. The search for peace and stability in the 1920s and 1930s

Standard 4. The causes and global consequences of World War II

Standard 5. Major global trends from 1900 to the end of World War II

ERA 9. THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

Standard 1. How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

Standard 2. The search for community, stability, and peace in an interdependent world

Standard 3. Major global trends since World War II

Overhead Transparencies for Section I

CSSAP

Comprehensive Social Studies Assessment Project

Why Was CSSAP Created?

To meet these needs:

- Variety of tests, assessments, instruments, and portfolios in social studies
- Quality assessments for states, school districts, and classrooms
- Effective professional development for social studies assessment

Who Initiated CSSAP?

- Council of Chief State School Officers
- US Department of Education—Office of Educational Research and Improvement (OERI)
- State education agencies
- ACT, Inc.

What Are the Goals of CSSAP?

- Develop assessments for improving teaching and learning in civics, history, geography, and economics
- Develop and pilot assessment items and tasks with scoring guides
- Develop a standards-based portfolio assessment
- Design professional development strategies and materials
- Develop a CD ROM and website for access to CSSAP products
- Educate a cadre of social studies teachers as assessment leaders

What Are the Goals of CSSAP?

To develop assessments for improving teaching and learning in civics, history, geography, and economics

- A pool of test items
- Test forms
- A portfolio assessment system

and

What Are the Goals of CSSAP?

To develop and pilot assessment items and tasks with scoring guides, which may be adapted for state assessments

- **Multiple-choice**
- **Short-answer**
- **Extended-response**
- **Performance tasks**

and

What Are the Goals of CSSAP?

To develop a standards-based portfolio assessment system

- Five different Portfolio assessment tasks

- Student reflections

- Scoring guides and anchor papers

- Teacher education materials

and

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What Are the Goals of CSSAP?

To design professional development strategies and materials with solid content and workshop ideas:

- Professional development manual
 - Professional development CD-ROM
- and

What Are the Goals of CSSAP?

To develop a CD-ROM and
website for access to CSSAP

- To serve CSSAP State Education
Agencies

- To serve teachers in CSSAP states
and

What Are the Goals of CSSAP?

To educate a cadre of social studies teachers as assessment leaders

Who can better help social studies teachers improve their assessments than fellow social studies teachers with expertise in assessment?

and

What Are the Products of the Project?

- **Test forms**
- **Assessment modules**
- **Sample performance tasks**
- **A portfolio assessment system**
- **A professional development manual**
- **A professional development CD-ROM**

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A Primer for Assessment

What is Assessment?

- Assessment is the collection of data about a student's knowledge and skills, which can be summarized and reported in a meaningful way.
- Assessment can inform the teaching and learning process and monitor growth and progress over time.

Why Is Assessment Important for Social Studies Educators?

- Reports on community expectations and student performance
- Reports on student achievement levels
- Indicators of needed changes in teaching, materials, and strategies
- Diagnoses need for changes in learning

What Forms May Social Studies Assessment Take?

- Teacher-made quizzes and tests
- Standardized paper-and-pencil tests
- Performance tasks
- Teacher observations of students

How Does the Intended Use of a Test Determine Its Type?

- Formative use: given during the course of instruction in order to improve learning

Type of test: Criterion-Referenced

- Summative use: given at end of an instructional unit, course, or time frame to ascertain what was learned

Type of test: Criterion-Referenced or Norm-Referenced

What Is Standardized Testing, and Why Have It?

- **What is Standardized Testing?**

A test administered under common, specified conditions

- **Why have standardized testing?**

To make certain testing conditions are the same for all

***In assessment,
reliability refers to
consistency of test
results.***

What Are the Different Types of Reliability?

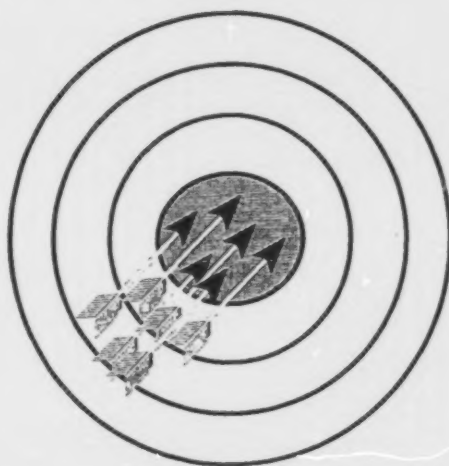
- *Test-Retest – There is little, if any, variation in results when students retake a given test.*
- *Internal Consistency – Performance is consistent in different parts of a given test.*
- *Scoring Reliability – Scores are the same even when different evaluators score a given item or test.*
- *Equivalent Forms – Results are similar for different forms of a given test.*

In assessment, validity refers to the confidence, that an assessment measures what it is supposed to measure.

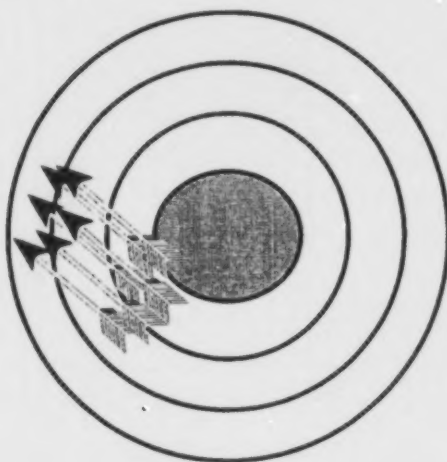
What are the different types of Validity?

- *Content Validity – The assessment measures taught content.*
- *Predictive Validity – The assessment enables one to predict scores on future assessments.*
- *Decision Validity – The assessment functions well for making decisions pertaining to a person's future.*

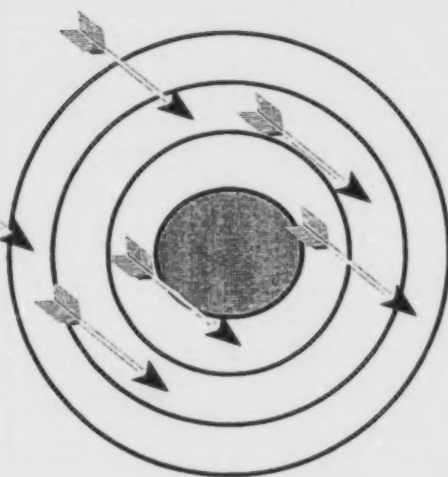
How Do Reliability and Validity Relate to Each Other?



Reliable and Valid



Reliable but not Valid



**Not Reliable
and Not Valid**

What Types of Items Can Be Used in Assessments?

- *Selected-Response Items - multiple-choice, true/false, matching*
- *Constructed Response Items - short-answer, extended response, performance tasks*
- *Portfolio Assessments - a collection of assessments: showcase or chronological*

Why Conduct an Item-tryout (i.e., Try the Items Out With Students)?

Multiple-choice Items

- To check the difficulty of the items
- To check the discrimination factors of the items
- To check the proportion of students choosing each of the distractors

Why Conduct an Item-tryout (i.e., Try the Items Out With Students)?

Constructed-response Items

- To check the difficulty of the items
- To check the spread of the students' performance (i.e., did some students obtain each of the possible score points?)
- To find out about the overall distribution of scores (i.e., what was the percentage at each of the possible score points?)
- To find out what problems students had with the items

What Needs to be Considered When Constructing a Test?

- The test's purpose
- Standards, knowledge, and thinking skills objectives
- The relative emphasis for each objective
- The balance of test-item formats
- The interest level of the test
- The test's challenge

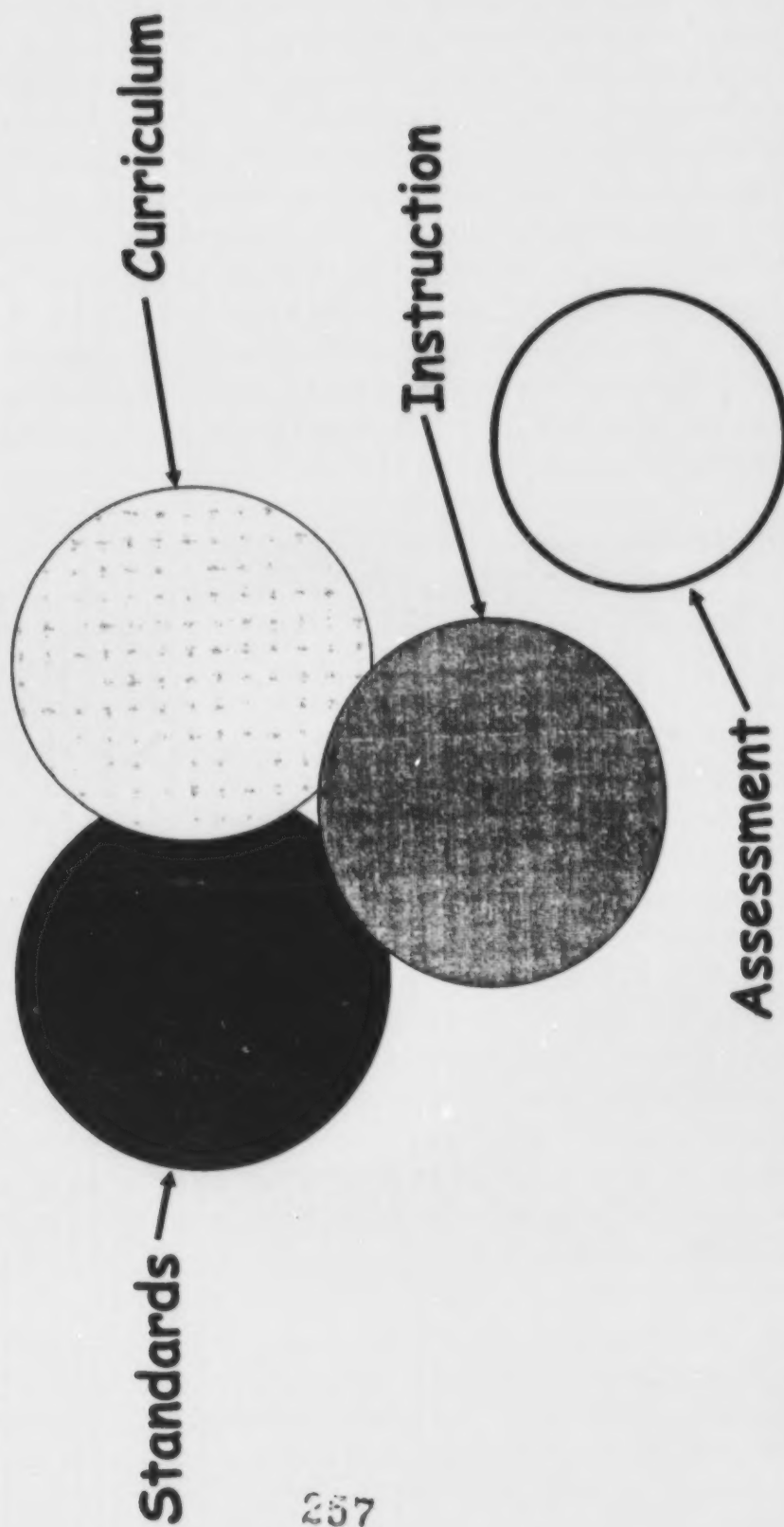
What Questions May Standardized Tests be Used to Answer?

- How do performances of individual test-takers compare to that of the group?
- How well have individual test-takers mastered specific objectives?

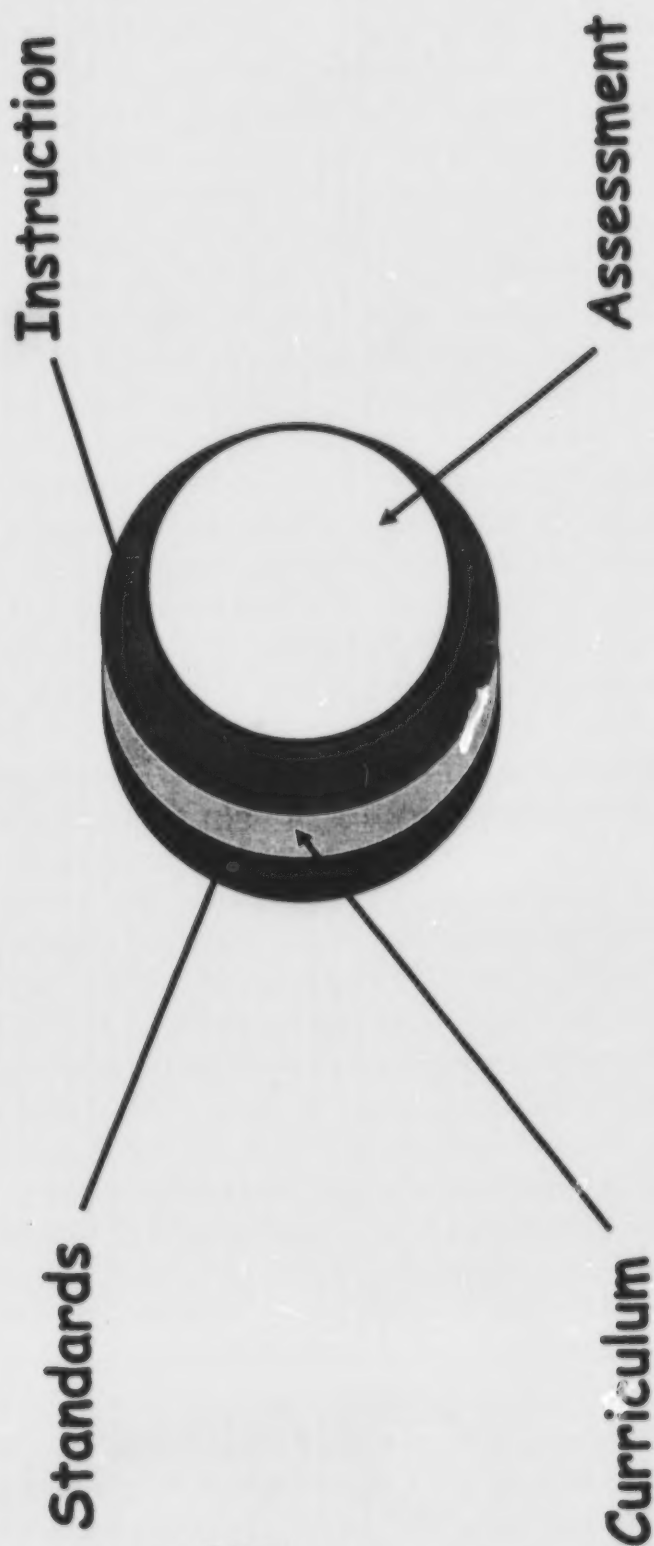
Aligning Curriculum, Instruction, and Assessment Based on Content Standards



How Well Do the Parts of This Instructional Program Relate to Each Other?



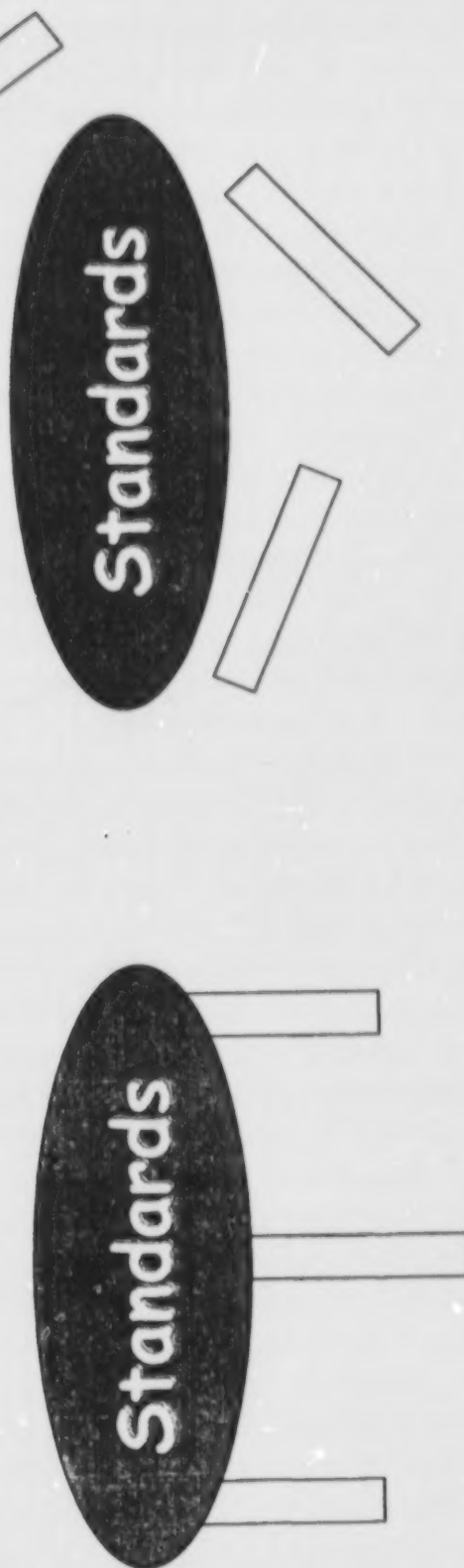
How well do the parts of this instructional program relate to each other?



**In an Aligned Instructional Program All Parts
Relate to Each Other as a System.**

Why Have Alignment?

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Situation 1: A Curriculum Is NOT Aligned to Standards.

- Describe some real or hypothetical examples of that situation.
- What problem(s) does the situation present?
- How may the problem be solved?
- Why should the problem be solved?

Situation 2: Instruction in a Classroom Is NOT Aligned to the District Curriculum.

- Describe some real or hypothetical examples of that situation.
- What problem(s) does the situation present?
- How may the problem be solved?
- Why should the problem be solved?

Situation 3: Assessment in a Classroom Is NOT Aligned to the Instruction.

- Describe some real or hypothetical examples of that situation.
- What problem(s) does the situation present?
- How may the problem be solved?
- Why should the problem be solved?

Designing An Aligned Instructional System: Step 1

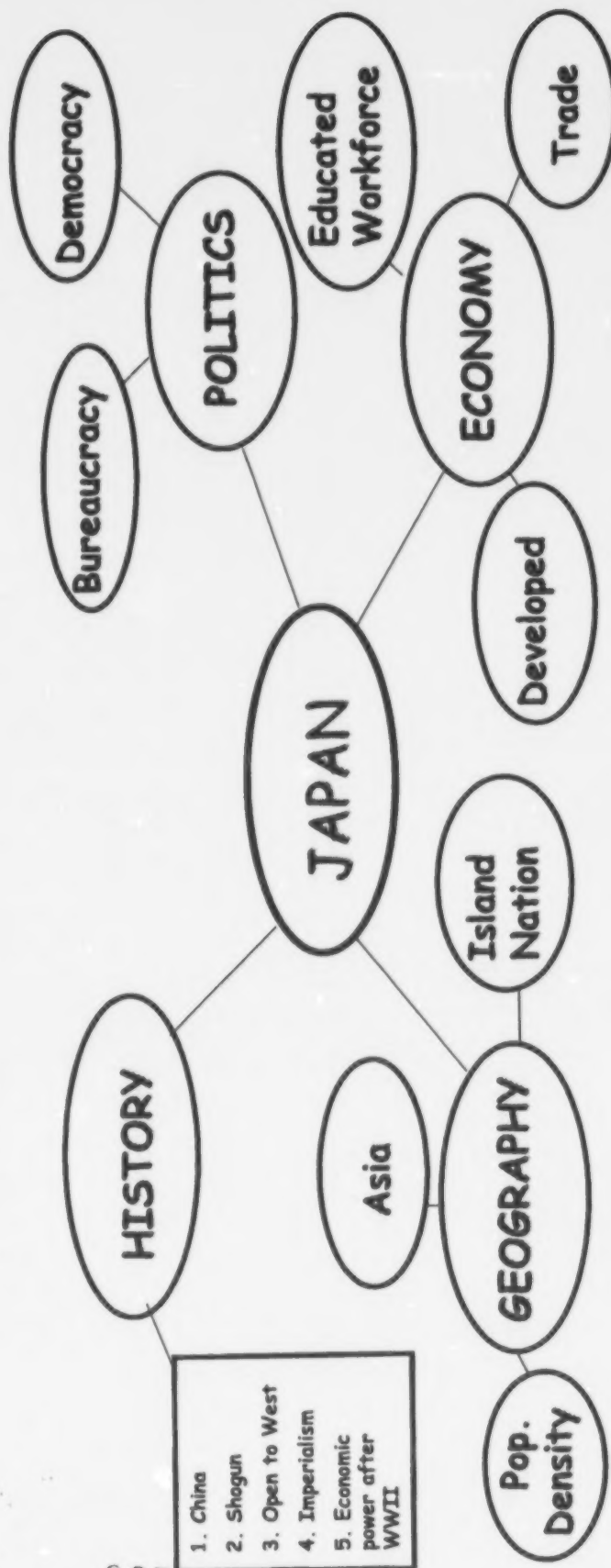
Identify the Topic for the Unit to Be Taught.

Designing An Aligned Instructional System: Step 2

**Identify Big Ideas and
Thinking Skills That May Be
Taught in Conjunction With
the Unit.**

Designing An Aligned Instructional System: Step 2a

(Identifying Big Ideas to Be Taught in the Unit)



Designing An Aligned Instructional System: Step 2b

Identifying Skills to Be Taught in the Unit)

- I. Research skills
 - A. Determine topic, focus of research
 - B. Gather information using Internet and library/resource center
 - C. Organize information
- II. Communication skills
 - A. Determine purpose
 - B. Identify audience
 - C. Etc.

Designing An Aligned Instructional System:

Step 3

**Identify Objectives for the
Unit and Relate Those
Objectives to Local,
State, or National
Standards**

Designing An Aligned Instructional System: Step 4

**Devise a Plan for How Each
Objective May Be Assessed.**

Designing An Aligned Instructional System: Step 5

**Develop Assessment Items
for Determining Student
Progress on the Objectives
and Standards.**

Designing An Aligned Instructional System: Step 6

**Identify Engaging Strategies for
Teaching the Unit Objectives.
(The Strategies Should Align Well to
Both the Objectives and the
Assessments.)**

Uses of Assessment Data:

- To judge performance
- To plan for remediation
- To help students assess their own work
- To make fundamental changes in
 - Scope and sequence
 - Objectives
 - Instructional strategies
 - Resource materials



The CSSAP Assessment Model

Why Was CSSAP Established?

States, School Districts, and Classrooms

Need:

- A variety of tests and assessment instruments
- Quality assessment items
- Effective professional development in social studies assessment

In What Content Areas Were CSSAP Assessment Materials Produced?

- Civics
- Economics
- Geography
- History

What Types of Assessment Materials Has CSSAP Produced?

- **Modules**
- **Performance Tasks**
- **Portfolios**

What is an Assessment Module?

- Stimulus
 - Sets context
 - Engages the student
 - Provides essential information
- Items
 - Multiple-choice
 - Short-answer
 - Extended-response

What is a CSSAP Performance Task?

- Multi-day assessment
- Entails research
- Multi-presentation possibilities
- Student collaboration possibilities

How Did CSSAP Produce Modules and Performance Tasks?

- States were divided into 5 regions.
- Teachers were given training.
- Teachers drafted modules and performance tasks.
- Teacher-developed materials were piloted and edited.
- Items together with their statistics were gathered in a pool.

What Kind of Portfolio Did CSSAP Promote?

- Showcase (i.e., best work)
- 5 Entry types
 - Interpretation
 - Issue Analysis
 - Problem Solving
 - Reasoned Persuasion
 - Research and Investigation

Why Use Portfolios?

- Instructional improvement
- Professional development
- Student motivation
- Student reflection & self evaluation
- Program evaluation information for student and parent conferences
- Evidence of competency

What Was the Development Process For the CSSAP Portfolio System?

- CSSAP members and ACT clarified their concept of “a good social studies portfolio.”
- CSSAP members and ACT drafted:
 - *Teacher’s Guides*
 - *Student Guides*
 - *Scoring Rubrics*
- Over two years teachers piloted the CSSAP portfolio system, adapting it to their classrooms
- CSSAP members, ACT, and pilot teachers revised CSSAP portfolio materials

What Are the Products of CSSAP?

- Assessment Modules:
 - Multiple Choice
 - Constructed Response
 - Performance Tasks
- Social Studies Assessment Instruments: Two Types of Test Forms
- Portfolio Materials
- Professional Development Materials

Designing Social Studies Assessment Materials

What Should Be Considered When Developing an Assessment?

- Alignment
- Appropriateness for students
- Significance of knowledge and skills
- Clarity of expectations, directions, and criteria
- Authenticity
- Level of interest for students
- Content accuracy
- Stereotypes and biases avoided
- Validity
- Reliability

What Is the Assessment's Context?

- Purpose of the assessment
- Content (knowledge and skills) to be emphasized
- Characteristics of students in need of attention
- Time constraints
- Testing conditions
- Uses of assessment results

What Are Some Steps to Be Used in Developing an Assessment?

- Deciding on content and skills objectives or standards to be measured
- Deciding on the allocation of items and score points for each standard or objective
- Deciding on levels of cognition (knowledge, comprehension, etc.) to be emphasized
- Deciding on what item formats to use
- Deciding how much emphasis to give each format

What Are the Components of CSSAP-styled Assessment Modules?

- Stimulus materials
- Multiple-choice items
- Constructed-response items

Thoughts About Stimulus Materials...

- What are their purposes?
- What forms may they take?
- Where may they be found?
- Are they appropriate?
- Are they free of biases and stereotypes?
- Is permission needed for using them?
- Are they being cited properly?

What Strategy May Be Used to Draft a Multiple-choice Item?

- Determine the item's main idea
- Construct the stem and key
- Draft the 3 distractors (incorrect answers)
- Review the item for significance
- Refine items according to guidelines

What Guidelines Should Be Used When Drafting Multiple-choice Items?

Check for:

- One correct answer
- Keys in varied positions
- Clear direction provided by stem
- Parallel format of options
- Plausibility of options
- Clueing the key

What Should Be Avoided When Constructing Multiple-choice Items?

- Negative stems
- Superfluous wording
- Repetitive language
- “All of the Above” and “None of the Above”
- Complex formats
- Overlapping options
- Inter-item clueing

What Are Different Types of Constructed-response Items?

- Short-Answer
- Extended-Response
- Performance Tasks



Why Use Constructed-response Items?

- To assess in-depth understanding
- To allow students to organize their answers
- To give students opportunities to be creative
- To encourage students to produce their own answers to problems
- To allow students to respond to multiple parts of an item
- To help students learn that it is important to be able to communicate clearly to others

What Are the Essentials when Developing Constructed-response Items?

- A question calling for a student response, sometimes preceded by a stimulus
- Those parts of a scoring guide that identify
 - Criteria for a quality response
 - Standards which must be met at each score point level



What Criteria May Be Used to Evaluate a Constructed-response Item?

- It assesses one or more standards
- It assesses taught content and skills
- It assesses knowledge and skills, not beliefs, opinions, or values
- It provides direction and focus
- It takes advantage of constructed-response format
- Its scoring guide relates directly to question
- It is independent from other items
- It will engage and interest students
- It is free from bias and stereotypes

How May a Constructed-response Scoring Guide Be Developed?

- Identify how many points to allocate for the item
- Identify criteria for top score-point responses
- Allocate points to each criterion

How May a Constructed-response Scoring Guide Be Developed?

- Working backward from top, determine what constitutes the various lower levels of performance for each criterion
- Examine examples of student responses to check how well the scoring guide functions

Developing and Evaluating Multiple- Choice Items

Practical Suggestions and
Items to Critique

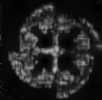


Components of Multiple-Choice Items

- The question - the stem
- A correct answer - the key
- Some incorrect answers - the distractors

Why use Multiple-Choice Items?

- Efficient measurement of student knowledge
- Efficient measurement of student skills in the application of some skills and concepts
- Easy to score reliably
- To diagnose errors in student thinking by analyzing errors



Rules For Item Writing — Part 1

- Stem presents a clear problem, preferably a direct question.
- There is only one correct, clearly best answer.
- All distractors are plausible.
- The correct answer is not revealed by grammatical clues.

Rules For Item Writing — Part 2

- Distractors are of equal length
- Four options are provided.
- The content in the options is similar.
- Options are in a logical sequence, unless the sequence gives away the correct response.
- The position of the correct answer is rotated.

Rules For Item Writing — Part 3

- Negatives are used rarely, if at all, in stems.
- "All the above," "none of the above," "a and b," "b, c, and d," etc. are avoided in options.
- options do not overlap with each other.
- Information in the stem is not repeated in the options.

Multiple-Choice Item Review

Criteria — Part 1

- ☐ Is the item aligned with its objective?
- ☐ Are accompanying graphics clear?
- ☐ Is the reading level of the item and of any accompanying text appropriate?
- ☐ Is the stem as short and concise as possible?
- ☐ Does the stem present a complete, unambiguous question?
- ☐ Is the stem free of any grammatical clues?
- ☐ Is the stem stated in a positive, not negative way?

Multiple-Choice Item Review

Criteria — Part 2

- ☐ Are there four options?
- ☐ Are options of approximately equal length?
- ☐ Is repetition of information in the options and stem avoided?
- ☐ Are all distractors plausible?
- ☐ Is there one option that is clearly the correct answer?
- ☐ Has cultural, gender, ethnic bias, and stereotyping been avoided?

Is this a good item?

1. What is a scalawag?

- A. a type of seafood
- B. an airplane with three wings
- C. a group of three people
- D. a French jury
- E. an ancient ship with three rows of oars
- F. a verdict of a jury
- G. a southerner who allied himself with Radical Republicans during the Reconstruction era
- H. a plane figure having three sides and three angles
- I. a hat worn in colonial times
- J. a word with three letters

Is this a good item?

2. Who first used the term "iron curtain" in a speech in the United States?

- A. A British prime minister
- B. Fulton, Missouri
- C. Winston Churchill
- D. All of the above
- E. None of the above

Is this a good item?

3. Which is not a freedom of American citizens?

- A. The right not to be tried twice for the same crime**
- B. The right not to have to go to a state-run church.**
- C. The right to murder someone.**
- D. The right to criticize the President of the United States**

Is this a good item?

- 4. What is a primary source?**
- A. The text of a speech**
 - B. An official document**
 - C. A political cartoon**
 - D. A second-hand report of an event**

Is this a good item?

5. The governor is an:
- A. judicial officer
 - B. legislative officer
 - C. executive officer
 - D. military officer

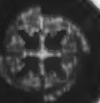
Is this a good item?

- 6. What aspect of learning did B.F. Skinner emphasize?**
- A. the importance of reinforcement**
 - B. the importance of practice**
 - C. the importance of identical elements**
 - D. the importance of contiguity**

Is this a good item?

7. The Constitution:

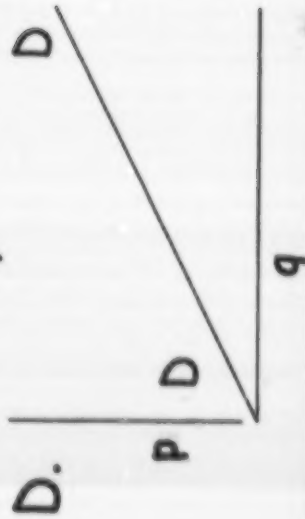
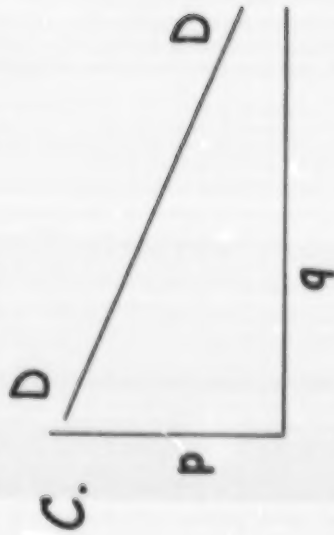
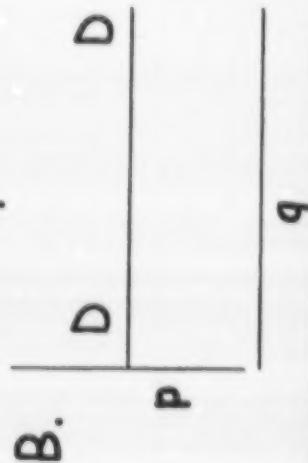
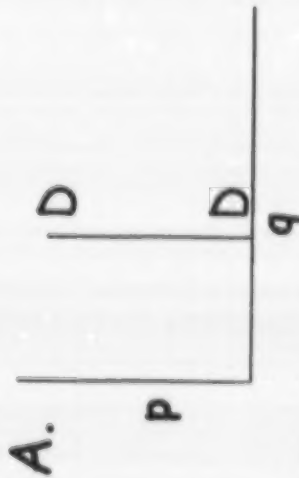
- A. does not provide protection for the independence of the press
- B. was written by Thomas Jefferson
- C. provides for separation of powers
- D. is a brief document



Is this a good item?

8. Which of the following graphs best represents the demand schedule for a typical good or service under competitive conditions? (Note: "p" = price; "q" = quantity demanded; and "D" = demand)

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Is this a good item?

9. How could a restaurant increase the demand for its desserts?
- A. raise dessert prices
 - B. increase the size of its dinners
 - C. have attractive dessert advertisements
 - D. close the restaurant at an earlier hour



Is this a good item?

10. How do biologists discover new facts?

- A. reading an encyclopedia**
- B. going to the library and finding biology books**
- C. referring to the works of Charles Darwin**
- D. making observations and conducting experiments**

Is this a good item?

11. What aspect of learning did B.

F. Skinner consider most important?

A. reinforcement

B. practice

C. identical elements

D. contiguity

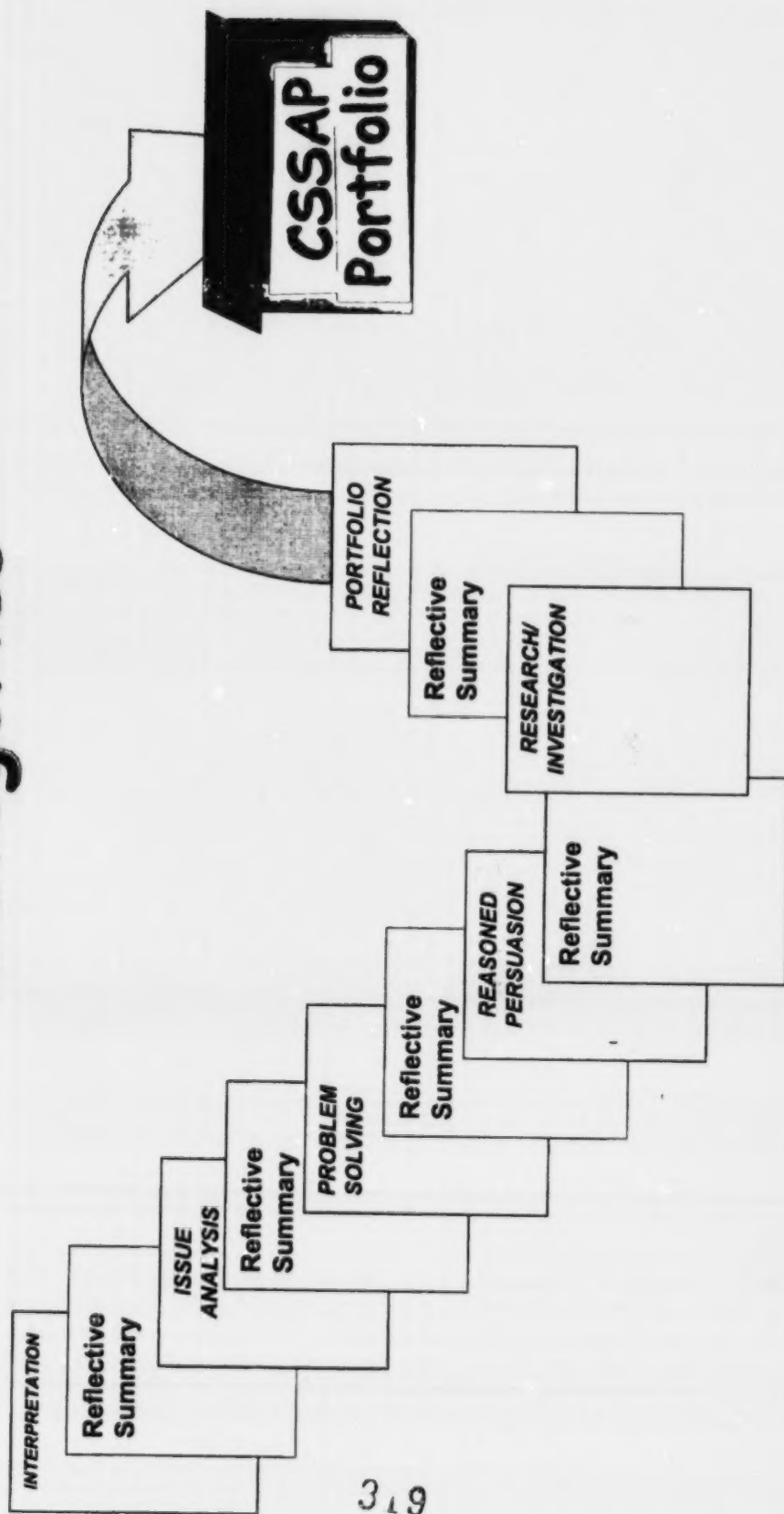
Steps in Writing Quality Multiple-Choice Items

- A. Consider what objective(s) the item will address.
- B. Make decisions regarding item format and other specifications.
- C. Draft the item, perhaps following this sequence
 1. Stem,
 2. Key,
 3. Distractors.
- D. Review the item to make sure it is what you want it to be.
- E. Edit the item.

Portfolio Assessment

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CSSAP Student Portfolio Categories



The Four Components of the CSSAP Portfolio System

1. Entry Categories: five
specific categories, in each
of which students submit a
showcase example of their
work

The Four Components of the CSSAP Portfolio System

**2. Rubrics: tools that guide the
evaluation of different
features of individual portfolio
entries and the portfolio as a
whole**

The Four Components of the CSSAP Portfolio System

**3. Student Checklists: tools for
use by students to evaluate
their work and stimulate self-
analysis in support of reflection**

The Four Components of the CSSAP Portfolio System

4. Reflection: a brief entry reflection for each entry, plus a whole portfolio reflection describing the portfolio as a collection representative of the student's knowledge, interests, and skills, as well as the strengths and limitations it reveals about them as a learner in social studies



Entry Categories

Interpretation

Students will explain aspects or parts of a topic, issue, event, experience or idea of importance in social studies.

Issue Analysis

Students will examine and analyze an issue of importance in social studies.

Problem Solving

Students will state and attempt to solve a problem of importance in social studies.

Entry Categories

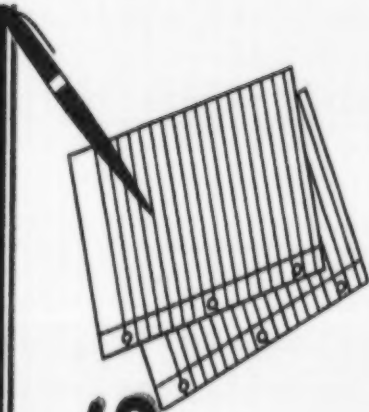
Reasoned Persuasion

Students will state a position on an issue or subject of importance in social studies, and use logic to defend it.

Research/Investigation

Students will research a subject, issue, event, or experience of importance in social studies. Students will conduct research using relevant and appropriate resources, cite those sources, and effectively present their findings.

SCORING RUBRICS



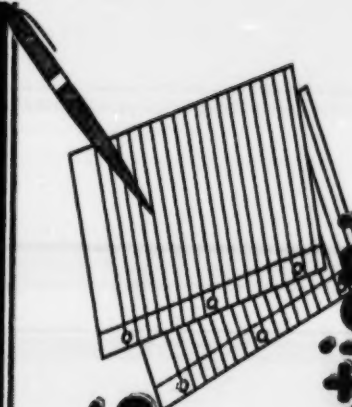
1. Skills & Processes: This feature provides a measure of the student's demonstration of specific skills and processes essential to the entry category.

SCORING RUBRICS



2. Content Evidence & Support:
This feature provides a measure of the student's use of information, the accuracy of information, and its relevance to the topic.

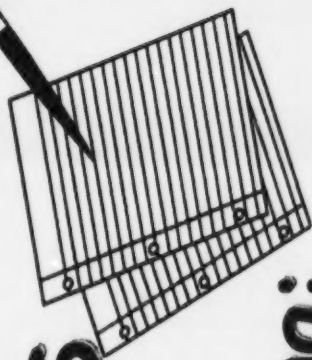
SCORING RUBRICS



3. Communication & Presentation:

This feature provides a measure of the student's presentation, including form, clarity, technical accuracy, and ability to communicate for different purposes.

SCORING RUBRICS



4. Conceptual Understanding:

This feature provides a measure of how accurately and thoroughly the student understands the concepts, major ideas, or terms integral to a topic.

Classroom Instruction



Portfolio Assessment Task



Students draft, review & revise (use checklist)



Students complete reflective summary for entry

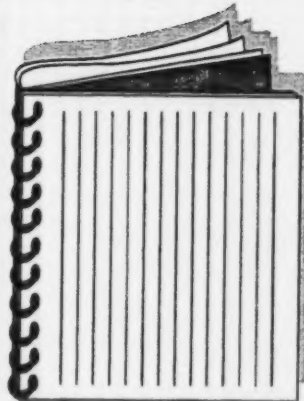
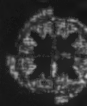


**Students submit entry and
the reflective summary in portfolio**

Reflective Summary

Name _____ Date _____

- What was your assignment?
- Skills: What skills did you learn and use as a result of this assignment?
- Content: What sources of information did you use to complete the assignment?
- Communication: How did the assignment enable you to demonstrate your communication skills?
- Concepts: What important ideas, facts, or terms did you use to show your understanding of the topic?



Interpretation

- *Students will explain aspects or parts of a topic, issue, event, experience, or idea of importance in social studies.*

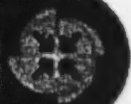
Essential Skills & Processes

- Explain the subject
- Identify relationships
- Make comparisons, or draw logical inferences
- Present logical conclusions

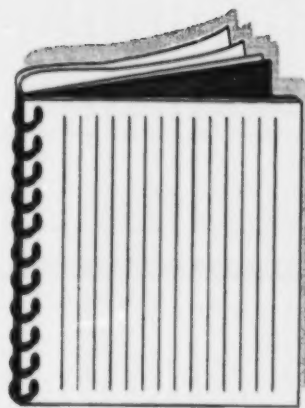
Interpretation Checklist

Did I . . .

- ☐ Clearly state what my topic is?
- ☐ Describe the context of my topic (who, what, when, where)?
- ☐ Tell why my topic is important to me or others?
- ☐ Select and use information that is important to my topic?
- ☐ Identify important relationships, make comparisons, or draw logical inferences?
- ☐ . . .



Issue Analysis



- *Students will examine and analyze an issue of importance in social studies.*

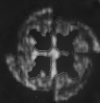
Essential Skills & Processes

- A statement of the issue and its significance
- A description of the significant components of the issue and of the interrelationships among those components
- An understanding of different perspectives on the issue
- Conclusions that are logical and consistent with the analysis

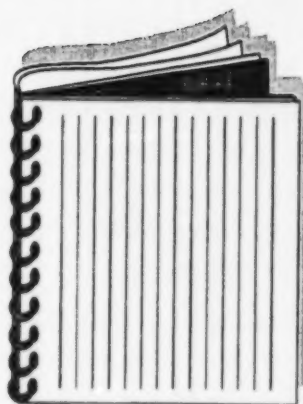
Issue Analysis Checklist

Did I . . .

- ☐ Clearly state what the issue is?
- ☐ Describe the context of the issue (who, what, when, where)?
- ☐ Tell why the issue is important to me or others?
- ☐ Identify and describe different positions on the issue?
- ☐ Select and use information that is important to the issue?
- ☐ . . .



Problem Solving



- *Students will state and attempt to solve a problem of importance in social studies.*

Essential Skills & Processes

- A statement of the problem and description of its context
- An identification of specific criteria to be considered in evaluating alternative solutions to the problem
- Identification and evaluation of alternative solutions to the problem
- A reasonable solution consistent with the criteria

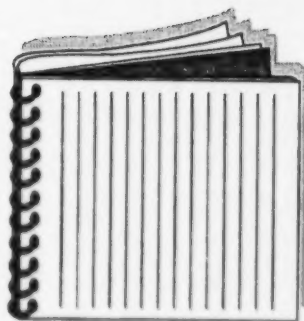
Problem Solving Checklist

Did I . . .

- ☐ Clearly state tell what the problem is?
- ☐ Describe the context of the problem
(who, what, when, where)?
- ☐ Tell why the problem is important to me
or others?
- ☐ Select and use information that is
important to solving the problem?
- ☐ Use ideas, facts, and terms that are
important to the problem?
- ☐ . . .

Reasoned Persuasion

- *Students will state a position on an issue or subject of importance in social studies, and use logic to defend it.*



Essential Skills & Processes

- A statement of the position to be argued
- A presentation of relevant information in support of the position
- A demonstration of logic in support of one's position

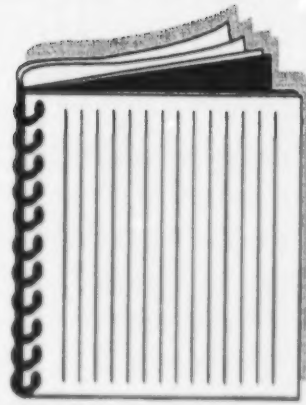
Reasoned Persuasion Checklist

Did I . . .

- ☐ Clearly state what my topic is?
- ☐ Describe the context of my topic (who, what, when, where)?
- ☐ Tell why my topic is important to me and others?
- ☐ State state my position clearly and persuasively?
- ☐ . . .

Research/Investigation

- *Students will research a subject, issue, event, or experience of importance in social studies.*



Essential Skills & Processes

- A clearly focused research topic or question for inquiry
- The use of appropriate resources in selecting credible information relevant to topic
- Organization and analysis of information
- Findings consistent with the analysis of information
- Citations of the sources used in the research

Research/Investigation Checklist

Did I . . .

- ☐ State clearly what my research topic or question for inquiry is?
- ☐ Tell why my research topic or question is important to me or others?
- ☐ Use several sources to find useful information?
- ☐ Think about the meaning of the information I found?

☐ . . .

Importance of Reflection

- ✓ Teach the process of reflection. Make its importance clear to students.
- ✓ Provide adequate time for reflection.
- ✓ Review reflective summaries and provide feedback to students.
- ✓ Consider providing opportunities for students to share their reflections with each other.

Importance of Reflection

- ✓ Make sure students understand the difference between a reflective summary for an entry and a whole-portfolio reflection.
- ✓ Make sure students recognize how they might use the reflective summaries for the entries as tools in composing a whole-portfolio reflection.
- ✓ Consider practicing whole-portfolio reflection at midpoint.
- ✓ Pose important considerations for students to think about as they prepare to compose their whole-portfolio reflections.

Some Questions to Facilitate Student Reflection

- Which entries represent my best work and why?
- What could I have done to improve some of the entries in my portfolio?
- What special challenges did I face in the process of creating my portfolio?

Some Questions to Facilitate Student Reflection

- What reading, writing, and thinking processes did I use to achieve or demonstrate my skills?
- What are some important things I have learned about myself as a result of creating my portfolio?
- What does my portfolio reveal about me as a learner in social studies?
- What connections are there between the entries in my portfolio and my experiences outside the school?

How might others view my portfolio entries?

Glossary of Assessment Terms

ACCOMMODATIONS

Approved/standardized administrative or scoring adjustments (e.g., large print or Braille test booklets, extended testing time, individual or small group administrations, reading the test to the student) made for special populations taking standardized assessments.

ACCOUNTABILITY

Having responsibility for; e.g., the public is holding educators and students accountable by demanding that schools demonstrate the impact and effectiveness of educational programs in order to justify the money invested in education. Accountability testing is supposed to provide achievement data, which will ultimately be used to improve the system.

ACHIEVEMENT TEST

A test designed to measure students' "school-taught" learning, as opposed to their initial aptitude or intelligence.

ALTERNATE ASSESSMENT

Assessments other than traditional multiple-choice tests; most often used to describe performance assessments or other assessments that provide more feedback about student learning than whether the answer is correct or incorrect.

ANALYTIC SCORING

A method of scoring performance assessments that yields multiple scores for the same task/performance. Performance is separated into major components, traits, or dimensions and each is independently scored. (e.g., a particular sample of a student's writing may be assessed as grammatically correct at the same time it is assessed as poorly organized.) Analytic scoring is especially effective as a diagnostic tool.

ANCHOR

A sample of student work (product or performance) used to illustrate each level of a scoring rubric; critical for training scorers of performances since it serves as a standard against which other student work is compared. (also called exemplars or benchmarks)

APTITUDE TEST

A test that uses past learning and ability to predict what a person can do in the future; aptitude tests depend more heavily on out-of-school experiences than in-school learning (Also see INTELLIGENCE TEST.)

ASSESSMENT

The process of collecting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety of formats as developmentally appropriate.

AUTHENTIC ASSESSMENTS

Assessments that emulate the performance that would be required of the student in real-life situations.

BENCHMARKS

Identifiable points on a continuum toward a goal or standard. The term may be used to describe content standards when interim targets (benchmarks) have been set by age, grade, or developmental level; the term is used interchangeably with "anchor" papers or performances that illustrate points of progress on an assessment scale (i.e., student works which exemplify the different levels of a scoring rubric).

CIA

Acronym for curriculum, instruction, and assessment. Often used in talking about alignment.

COHORT

A group of students whose progress is followed and measured at different points in time, usually over a course of many years.

COMPETENCY TEST

A test intended to verify that a student has met standards (usually minimal) of skills and knowledge and therefore should be promoted, graduated, or perhaps deemed competent.

CONSTRUCTED-RESPONSE ASSESSMENT ITEM

A form of assessment that calls for the student to generate the entire response to a question, rather than choosing an answer from a list (e.g., paper-and-pencil responses on essay or short-answer tests, or performances that may be drawn, danced, acted out, performed musically, or provided in any other way to exhibit particular skills or knowledge. (Also referred to as open-response or open-ended assessments.)

CONTEXT

The surrounding circumstances or environment in which an assessment takes place (e.g., embedded in the instruction or under standardized conditions [i.e., part of a large scale assessment]).

CRITERIA

The rules or guidelines used for categorizing or judging; in arts assessment, the rules or guidelines used to judge the quality of a student's performance. (Sometimes used as synonym for traits or attributes; also see RUBRIC, SCORING GUIDE, AND SCORING CRITERIA.)

CRITERION-REFERENCED ASSESSMENT

An assessment designed to measure performance against a set of clearly defined criteria. Such assessments are used to identify student strengths and weaknesses with regard to specified knowledge and skills (which are the goals or standards of the instruction). (Synonyms include: standard-based or standard-referenced, objective-referenced, content-referenced, domain-referenced, or universe-referenced.)

CURRICULAR ALIGNMENT

The degree to which a curriculum's scope, sequence, and content match standards, instruction, assessment, or instructional resources.

CUT SCORE

Performance level or numerical score established by the assessment system to describe how well the student performed (also called performance standard). The cut score can be manipulated to increase or decrease the number "passing" or "failing" a test. (Also see STANDARD-SETTING.)

DESCRIPTORS

Explanations that define the levels of scoring scales. (Also see CRITERIA.)

DIMENSION

Specific traits, characteristics, or aspects of performance that are fairly independent of each other and can be scored separately (e.g., rhythm and melody can be scored separately for the same musical performance). Different scoring methods may be used for each dimension.

DISAGGREGATE

Pulling information apart (as in disaggregated data; e.g., looking at the performance of various sub-groups instead of only the performance of the large group).

EDUCATIONAL OUTCOME

An educational goal, expectation, or result that occurs at the end of an educational program or event; usually a culminating activity, product, or other measurable performance.

ENHANCED/EXTENDED MULTIPLE-CHOICE ASSESSMENTS

Selected-response assessments with additional parts (for more points); the additional part often requires students to justify their answers, show their work, or explain why they marked a particular option.

ENTRY

Any individual work submitted by a student within one of the five CSSAP Portfolio entry categories.

ENTRY CATEGORY

Any one of five specific classifications for entries to the CSSAP Portfolio.

ENTRY RUBRIC

Any one of five analytic rubrics specifying performance criteria at four levels, and used in the rating of an entry.

ESSAY TEST

A paper-and-pencil test that requires students to construct their entire brief or extensive responses to the question(s); should be limited to measuring higher levels of learning. (Also see CONSTRUCTED-RESPONSE ASSESSMENT.)

EXTENDED RESPONSE ASSESSMENTS

An essay question or performance assessment, that requires an elaborated or graphic constructed response that expresses ideas and their interrelationships in a literate and organized manner.

EVALUATION

A judgment about the worth or quality of something. In education, data from tests, tasks, or performances are used to make judgments about the success of the student or program.

FEATURE SCORE

A rating, from 1 to 4, assigned to a student's work on any one of four scoring features: Skills & Processes; Content Evidence & Support; Communication; Conceptual Understanding.

GENERALIZABILITY

The degree to which the performances measured by a set of assessment items/tasks are representative of the entire domain being assessed (e.g., is one performance assessment sufficient for drawing conclusions about a student's ability to critique works of art?); may also be an issue in drawing a sample of students from a population (i.e. the degree to which a sample of students is representative of the population from which it is drawn).

GRADE EQUIVALENT (GE)

A score, available from some standardized tests, that describes the performance of students according to how it resembles the performance of students in various grades. A GE of 5.5 means that the student is performing like a student in the fifth month of the Fifth Grade.

GRADING

A rating system for evaluating student work; grades are usually letters or numbers and their meaning varies widely across teachers, subjects, and systems.

HIGH-STAKES TESTING

Any testing program for which the results have highly significant consequences for students, teachers, schools, and/or districts. These summative tests are frequently used as accountability devices to determine effectiveness or success.

HOLISTIC METHOD

A scoring method that assigns a single score based on an overall appraisal or impression of performance rather than analyzing the various dimensions separately. A holistic scoring rubric can be specifically linked to focused (written) or implied (general impression) criteria. Some forms of holistic assessment do not use written criteria at all but rely solely on anchor papers for training and scoring.

INTELLIGENCE TESTS

Tests designed to measure general cognitive functioning; group or individually administered tests used to determine mental age as compared to chronological age ($MA/CA \times 100 = IQ$ [intelligence quotient]); i.e., the "average" IQ of the population is 100. The tests were originally designed to predict success for entry into public schools. Some intelligence tests do not calculate mental age but compare an individual's performance to the performance of a norm group at various developmental levels, generating verbal and performance scores with a mean or "average" score of 100.

ITEM ANALYSIS

A statistical analysis of the selected-response and constructed-response items on a test to determine the relationship of the item to the test's validity and reliability as a whole. The number and nature of the students selecting each option are analyzed.

MATRIX SAMPLING

A process used to estimate the performance of large groups through testing a representative sample of the students. Each student in the sample may be given only a small segment of the total assessment.

MEAN

The arithmetic average of a group of scores; one of three measures of central tendency, a way to describe a group of scores with a single number.

MEDIAN

A measure of central tendency, that identifies the point on the scale that separates a group of scores so that there is an equal number of scores above and below it.

METACOGNITION

The ability to think about one's own thinking; the knowledge that individuals have of their own thinking processes and strategies and their ability to monitor and regulate those processes.

MULTIPLE-CHOICE TEST

A test consisting of items (questions or incomplete statements) followed by a list of choices from which students have to select the correct or best response.

MULTIPLE MEASURES

The use of a variety of assessments to evaluate performance in a subject area (e.g., using multiple-choice items, short-answer questions, and performance tasks to assess student achievement in a subject); the use of multiple measures is advocated to obtain a fair and comprehensive measurement of performance.

MODE

A measure of central tendency that identifies the most frequent score in a group of scores (e.g., in the group of scores: 1, 2, 8, 9, 9, 10, the mode is 9).

NORM-REFERENCED TEST INTERPRETATION

A score interpretation based on a comparison of a test taker's performance to the performance of other people in a specified reference population.

NORMING

Developing scores based on how an individual or group of individuals performed on the same test items compared to a larger group.

NORM GROUP/GROUPS

A group of students that is first administered a standardized norm-referenced test by its developers in order to establish scores for interpreting the performance of future test-takers. Large numbers of students from many parts of the United States are tested on the same items.

NORM-REFERENCED TEST

A standardized test that compares the performance of students to an original group that took the test (the norm group); results usually reported in terms of percentile scores (e.g., a score of 90 means that the student did better than 90% of the norm group).

NORMAL CURVE EQUIVALENT (NCE)

A normalized standard score used to compare scores across tests with different scales and/or between students on the same test (since arithmetic manipulations should not use percentiles); it has a mean of 50, a standard deviation of 21.06, and is often required for reporting by federal funding agencies like Title I.

OPEN-ENDED ASSESSMENTS

Constructed assessments (frequently tasks or problems) that require students to generate a solution to a problem for which there is no single correct answer (e.g., create a drawing that uses symbols of the Renaissance; also see **CONSTRUCTED RESPONSE**.)

OPEN-RESPONSE ASSESSMENTS

Constructed assessments (ones for which students must construct the entire answer and show their work) that have a single correct answer but multiple methods of solution possible.

PERCENTILE

A statistic provided by standardized norm-referenced tests that describes the performance of a student as compared to that of the norm group. The range is 1 to 99, with 50 denoting average performance. A student scoring at the 65th percentile performed better than, or as well as, 65% of the norm group.

PERFORMANCE ASSESSMENT

A task/event/performance designed to measure a student's ability to directly demonstrate particular knowledge and skills. e.g., a student may be asked to demonstrate some physical or artistic achievement: play a musical instrument, create or critique a work of art, or improvise a dance or a scene. These kinds of assessments (e.g., tasks, projects, portfolios, etc.) are scored using rubrics- established criteria for acceptable performance.

PERFORMANCE-BASED INSTRUCTION

See **STANDARDS-BASED INSTRUCTION**

PORTFOLIO

A purposeful collection of student work across time that exhibits a student's efforts, progress, or level of proficiency. Examples of types of portfolios include: showcase (best work), instructional, assessment (used to evaluate the student), and process or project (shows all phases in the development of a product or performance).

PORTFOLIO ENTRY COVER

A cover sheet attached to a portfolio entry, designating the student name, entry category, and other pertinent information.

PORTFOLIO REFLECTION

An integrative narrative in which students speak or write about their portfolio as a collection, and describe the learning reflected therein.

PORTFOLIO RUBRIC

A holistic rubric used as a tool in the qualitative evaluation of the portfolio as a collection, and describing performance at any one of four score points.

PRIMARY TRAIT SCORING

A type of rubric scoring constructed to assess a specific trait, skill or format or the impact on a designated audience. (Also see **ANALYTIC SCORING**.)

PROJECT

A type of performance assessment that is complex, usually requiring more than one type of activity, process, or product for completion.

QUARTILE

A way of describing the position of a score on a norm-referenced test (e.g., the score falls in one of four groups: 0-25th percentile, 26-50th percentile, etc.)

QUINTILE

A way of describing the position of a score on a norm-referenced test (e.g., the score falls in one of five groups: 0-20th percentile, 21-40th percentile, etc.)

RANGE

The most rudimentary method of describing how much a group of scores vary; range is determined by subtracting the lowest from the highest score in the group.

RATING SCALE

A scale used to evaluate student learning using a gradation of numbers or labels (e.g., a Likert rating scale is frequently used to measure attitudes or perceptions).

REFLECTIVE SUMMARY

One of five required summaries addressing key elements of a student's work, to be submitted in conjunction with each portfolio entry.

RELIABILITY

A measure of the consistency of an assessment across time, judges, and subparts of the assessment (assuming no real change in what is being measured).

RATING SCALE

A scale used to evaluate student learning using numbers or labels (e.g., a Likert scale).

RUBRIC

An established, ordered set of criteria for judging student performance/products (sometime referred to as a scoring guide or scoring criteria); it includes performance descriptors of student work at various levels of achievement.

SAMPLING

A way to get information about a large group by examining a smaller representative number of the group (the sample).

SCALE SCORE

A score indicating an individual's performance on a test, which allows comparisons across different test forms, sub-groups, and time (e.g., one could use scale scores to compare test results among classes, schools, and districts; or across grades from year to year).

SCAFFOLDED ASSESSMENTS

A set of context-dependent assessments that are sequenced to measure ascending levels of learning; this set usually contains a variety of item formats (from multiple-choice to performance tasks) about a single stimulus (e.g., a specific set of materials, a particular situation, scenario, problem, or event). Since these kinds of assessments can measure a variety of kinds of learning, they provide the opportunity for diagnosis of instruction and identification of student strengths and weaknesses.

SCORE POINT

A position on a scale that characterizes performance; in this project, from 1 (low) to 4 (high) value, and based on criteria embodied in a rubric.

SCORING CRITERIA

The rules or guidelines used to assign a score (a number or a label) indicating the quality of a performance; in the analytic scoring of a performance, different rules may be applied to different dimensions or traits of the performance.

SCORING FEATURE

Any one of the four dimensions upon which a CSSAP portfolio entry is scored (i.e., Skills & Processes; Content Evidence & Support; Communication; Conceptual Understanding).

SCORING GUIDE

Directions for scoring and/or interpreting scores. The guide may include general instructions for raters, training notes, rating scales, rubric, and student work.

SELECTED-RESPONSE ITEMS

A kind of test item for which students have to select the best or correct answer from a list of options (multiple-choice, etc.) or indicate the truth or falsity of a statement.

SELF-ASSESSMENT

Collecting data about one's own performance for the purpose of evaluating it. Self-evaluation may include the comparison of one's own performance against established criteria, change in performance over time, and/or a description of current performance.

STANDARD

Three types of educational standards are frequently used in education today:

Content standards specify what students should know and be able to do in a specific content area—the essential knowledge, skills, processes, and procedures students must learn and be able to demonstrate. They answer the question: "What should be learned in this subject?" Student standards have been developed for periods of time ranging from individual grade levels to lifelong learning.

Performance standards specify the degree or quality of learning students are expected to demonstrate in the subject. They answer the question: "How good is good enough?" The national standards for the arts use the term "achievement standards" to avoid confusion between arts performance and performance assessment. (Some states refer to "established levels of proficiency" instead of performance standards.)

Opportunity-to-learn standards specify what schools must provide to enable students to meet content and performance standards.

STANDARD DEVIATION

A measure of the variability of a group of scores. When the standard deviation is high, students are performing very differently from each other; if it is low, students are performing similarly to one another.

STANDARD ERROR OF MEASUREMENT

A statistic used to indicate the consistency and reliability of a measurement instrument; a large standard error of measurement indicates that we have less confidence in the obtained score.

STANDARDS-BASED INSTRUCTION

Instruction designed, taught, and assessed using student standards (achievement targets).

STANINE

A standard 9-point scale used to report the results of norm-referenced tests in order to allow comparison of scores across students, schools, districts, tests, grades, etc. The mean is 5 and the standard deviation approximately 2. Stanines of 1-3 are considered below average; 4-6 average; and 7-9 above average.

STANDARDIZED TEST

A test administered to a group of persons under the same specific conditions so student results can be fairly compared.

STUDENT CHECKLIST

An optional tool for students; used for stimulating self-analysis while completing the reflective summary for a portfolio entry.

TEST

A sample of behavior or performance administered in order to provide a basis for inferences about a larger subject area or domain of study. e.g., a teacher may administer a 30-minute test to provide evidence of the student's learning for the last two weeks or for a particular unit of instruction. The test may be norm- or criterion-referenced, traditional (e.g., multiple-choice, short-answer, essay, etc.), or performance-based.

A teacher-made test is one prepared and administered by the teacher, usually for use in the classroom.

VALIDITY

A characteristic of a measure that refers to its ability to measure what it is intended to measure and do so reliably (i.e., measures consistently across time, judges, and sub-parts). A valid measure is both accurate and consistent; (e.g., a bathroom scale may record 100 pounds every time a person gets on it, but if the person actually weighs 120, the scale is reliable but not valid.) Types of validity include:

Content validity. The assessment has content validity if it measures the content or area it intends to measure.

Concurrent validity. The assessment has concurrent validity if it is correlated with other measures of that particular content or area.

Predictive validity. The assessment has predictive validity if it predicts later actual performance of the individual in that subject or area. Predictive validity is related to generalizability.



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